



# Young Adult Borough Center Practitioner Handbook

STRENGTHENING PARTNERSHIPS AND SUPPORTING STUDENT LEARNING



Office of Multiple  
Pathways to Graduation



# Contents

05 **ACKNOWLEDGMENTS**

07 **INTRODUCTION**

11 **CHAPTER 1: PARTNERSHIPS AND COLLABORATION**

13 Focusing on Collaboration from the Beginning

14 *Spotlight Practice: Strong DOE-CBO Partnerships: Abraham Lincoln High School YABC*

16 Communicating Regularly and Frequently

18 Looking for Opportunities to Collaborate and Build Partnership

21 **CHAPTER 2: ENGAGING STUDENTS AND ESTABLISHING  
A POSITIVE ENVIRONMENT**

22 Using Intake and Orientation to Promote Responsibility and Establish Relationships

23 *Spotlight Practice: Intake Process: Downtown Brooklyn YABC*

25 Assigning a Primary Person to Each Student

28 Creating Opportunities for Student Voice and Choice

31 **CHAPTER 3: PROMOTING CONSISTENT ATTENDANCE**

32 Focusing on Students' Responsibility and Independence

33 Leveraging Students' Primary Person as an Attendance Support Strategy

34 Regularly Monitoring and Assessing Attendance Issues

35 *Spotlight Practice: Maintaining Strong Attendance: George Washington Educational  
Campus YABC*

36 Providing Intensive Attendance Support

37 Offering Concrete Recognition for Success

39	<b>CHAPTER 4: STUDENT SUPPORT</b>
40	Bringing Staff Together to Plan Comprehensive Supports
42	Offering Targeted Academic Support
43	<i>Spotlight Practice: Tutoring: Tottenville High School YABC</i>
44	<i>Spotlight Practice: Graduation Awareness Program: Christopher Columbus High School YABC</i>
45	Addressing Social and Emotional Needs
47	<b>CHAPTER 5: POST-GRADUATION PLANNING AND PREPARATION</b>
48	Helping Students Explore Post-Graduation Options and Set Goals
50	Providing Training and Internships to Prepare Students for Success in the Workforce
54	<i>Spotlight Practice: Learning to Work Internship Program: James Monroe YABC</i>
55	Planning for College and Continuing Education
57	Providing Ongoing Support After Graduation
59	<b>CONCLUSION</b>
61	<b>APPENDICES</b>
62	<b>APPENDIX A: MATERIALS DISCUSSED IN THE INTRODUCTION</b>
62	Comprehensive Youth Development Approach
63	<b>APPENDIX B: MATERIALS DISCUSSED IN CHAPTER 1: PARTNERSHIPS AND COLLABORATION</b>
63	Sample Collaborative Workplan
65	Sample DOE-CBO Partnership Plan
66	<b>APPENDIX C: MATERIALS DISCUSSED IN CHAPTER 2: ENGAGING STUDENTS AND ESTABLISHING A POSITIVE ENVIRONMENT</b>
66	Sample Student Intake Form
68	Sample YABC Rights and Responsibilities Contract
70	Sample Attendance Contract
71	Sample Learning Styles Assessment
73	Sample Intake Essay Question
74	Student Handbook Highlights
76	Sample Orientation Reminder Form
77	Sample Orientation Agenda

78 **APPENDIX D: MATERIALS DISCUSSED IN CHAPTER 3: PROMOTING  
CONSISTENT ATTENDANCE**

78 Sample Missed Home Visit Letter

79 Sample Parent Attendance Letter

80 **APPENDIX E: MATERIALS DISCUSSED IN CHAPTER 4: STUDENT SUPPORT**

80 Sample Case Conferencing Overview

81 Sample Case Conferencing Intervention Plan

83 Sample Case Conferencing List

84 Sample Graduation Requirements Worksheet

85 Sample “Failure is not an Option” Contract

86 Sample Goals Tracking Sheet

88 Sample Student Counseling Rubric

89 Sample Support Services Comprehensive Assessment

93 **APPENDIX F: MATERIALS DISCUSSED IN CHAPTER 5: POST-GRADUATION  
PLANNING AND PREPARATION**

93 Sample Post-High School Planning Portfolio

101 New York State Learning Standards for Career Development and Occupational Studies

102 Sample Student Internship Learning Agreement

107 Sample Student Internship Performance Assessment

115 Sample LTW Curriculum #1: F·E·G·S

119 Sample LTW Curriculum #2: Good Shepherd Services

123 Sample Choosing a College Worksheet

125 Sample College Planning Worksheet



# Acknowledgments

This handbook was produced by the New York City Department of Education's Office of Multiple Pathways to Graduation, led by I.A. Deputy Chancellor for Teaching and Learning, Santiago Taveras, and I.A. Executive Director of the Office for Multiple Pathways to Graduation, Theresa Crotty. Critical support came from JoEllen Lynch, formerly CEO, Partnership Support Office and Office of Multiple Pathways to Graduation, and former Executive Director of the Office of Multiple Pathways to Graduation, Leah Hamilton. The Learning to Work Initiative is directed by Tom Pendleton.

The Office of Multiple Pathways to Graduation (OMPG) gratefully acknowledges the valuable contributions made by many individuals and organizations in creating this document. In particular, we gratefully recognize

- Karen Mahler, Psy.D., who contributed to the preparation of this document;
- The Youth Development Institute, especially Sandra Escamilla, director of education, whose work inside and outside the YABC Leadership Network meetings over the past three years led to the documentation of many of the YABC practices included here; and to Peter Kleinbard, executive director, whose vision and expertise on youth development theory and practices are woven into this handbook;
- All of the assistant principals, program directors, and other YABC staff from programs across New York City for participating in the YABC Leadership Network meetings, and whose extensive work with young people has been indispensable in adding depth and breadth to the ideas and practices that are at the heart of this publication.

This handbook was produced with generous support from the Bill & Melinda Gates Foundation.

Photography is by John Smock.



# Introduction

In 2005, the New York City Department of Education (NYC DOE) created the Office of Multiple Pathways to Graduation (OMPG) to develop strategies for over-age and under-credited students in the public school system. These young people make up 93% of high school dropouts. They are students who have struggled academically, disengaged from school, and become disillusioned with their prospects for success. As of 2005, there were nearly 140,000 of these young people in New York City.

As one of several strategies to reconnect these students with school, move them successfully toward graduation, and guide them towards a more hopeful future, OMPG devised the Learning to Work (LTW) Initiative. Young Adult Borough Centers (YABCs) with Learning to Work are one component of the LTW Initiative. Each YABC is a partnership between the host school (the high school that houses the YABC program) and a local community-based organization (CBO). Under this co-leadership, the DOE and CBO staff members work together and share responsibility to create a personalized educational environment in which over-age, under-credited students can thrive.

*YABCs help young people reconnect with school.*

## **YABC Program Model Overview**

- Each YABC is a partnership between the DOE host school and a local CBO.
- Students are at least 17½ years old.
- Students have completed at least four years of high school and accrued at least 17 credits.
- Students choose to enroll—attending a YABC is voluntary.
- Academic classes are scheduled from 4:00 pm to 9:00 pm Monday through Thursday. Some have longer hours and/or additional days.
- Students have access to individual counseling, peer support groups, college and career planning seminars, and tutoring.
- Students receive a high school diploma from their sending school once they complete New York State graduation requirements.

Supportive services help ensure academic progress.

## WITHIN A YOUTH DEVELOPMENT FRAMEWORK

**Overview:** YABCS are built upon the core principals of youth development, which assert that young people will succeed when they are in environments that support their inherent strengths. Youth development emphasizes young people's assets instead of problems or the risks they face. (See Appendix A for further information on the youth development approach.) By using this approach, YABCS provide students plentiful opportunities to pursue supportive and enduring relationships with trusting adults and foster positive experiences in a rigorous learning environment. This YABC community, in turn, offers young people a sense of safety and belonging and encourages them to demonstrate leadership and autonomy while providing clear, consistent expectations in a structured setting.

**Student-Centered Programming:** YABC administrators work with students to tailor academic programs to meet their needs, and students attend only the courses they need to attain their high school diplomas. Classes take place in the late afternoon and evening to accommodate students who may have family or work responsibilities during the day.

The most critical feature of YABCS is providing students with a full complement of supportive services to ensure academic progress. This helps staff to identify and promptly address any obstacles toward that progress and to assist students in planning for life beyond high school. To ensure student success, YABCS implement a Primary Person system, which pairs every student at the YABC with a staff member who acts as their advocate and advisor as they move through the program. The Primary Person (also referred to as advocate counselor, student advocate, or primary counselor, depending on the particular site) helps the student set goals, identify problems, devise solutions, and monitor progress. The Primary Person also links students to resources they may need, within or outside the program, to move them toward success. (See the OMPG publication *Young Adult Borough Center Model: Reconnecting to School and the Future* for a more detailed description of the YABC model and its components.)

## EMPOWERING YABC LEADERSHIP

To support the YABC programs, and to strengthen the ability of YABC leadership to serve students, the New York City Department of Education in partnership with the Youth Development Institute (YDI) convened a series of monthly professional development meetings for the city-wide network of YABC programs. These network meetings, facilitated by YDI, bring YABC site-based DOE and CBO leaders together to share knowledge and insights and discuss, as colleagues, how to address common issues and concerns across sites citywide. As a collective dialogue among sites, these network meetings empower YABC leaders and give them a structured forum to brainstorm and discuss a variety of programmatic tactics and ideas to ultimately improve student outcomes.

## ABOUT THIS DOCUMENT

**Overview:** This document is a culmination of three years of monthly YABC Leadership Network meetings. Insights from YABC leadership—many originating at the network meetings and some through individual interviews and written requests—are contained in this document. Culled from first-hand knowledge and practical implementation steps from on-the-ground practitioners, this handbook is tailored for a variety of practitioners from new staff and new leaders joining existing YABC programs, to those outside the NYC education system interested in examples of the day-to-day procedures implemented at YABCs.

This document examines five key areas: partnership and collaboration; engaging students and creating a positive environment; promoting attendance; providing student support; and post-graduation planning. We have detailed useful practices that evolved at YABC sites during the first three years of program implementation. This document is intended to be a resource to support program operations and outcomes, not a codified set of procedures.

**About Content:** The practices described in this document are ideas, strategies, and solutions developed by program staff to address the challenges of working with over-age, under-credited young people. They are described in sufficient detail to enable readers to implement similar practices at their sites. However, just as YABCs are inherently flexible educational environments, the implementation of these practices may require adjustments. The success of a practice is not measured in its meticulous execution but, rather, is directly proportional to students' progress towards graduation.

By outlining procedures that help educators empower young people to move beyond obstacles, this document represents a body of leaders taking an active role in shepherding students toward graduation. Their experience, documented in this handbook, can help others in the important work of transforming their students into high school graduates. The individual practices are not, in and of themselves, revolutionary, but they do, collectively, reflect a holistic approach toward educating young people that incorporates the core youth development principles upon which the YABC model was built.

This handbook is intended to be more than just a “how-to” manual. It is important that readers look beyond the formula of a practice and, instead, connect to the document, which at its core, seeks to empower educators to inspire young people. Any practitioner who has worked extensively with young people understands that there is no “one-size-fits-all” solution to reaching them. As such, this document cannot provide a comprehensive solution. It can, however, serve as a recipe book of student-centered, student-empowering practices and procedures. Although this handbook is the culmination of three years of experienced practitioners' conversations, it is also an invitation for readers to join a bigger challenge: to take responsibility, as educators and social service providers, for student outcomes and to take on the duty of transforming the information in this document into action.

The bold transformation suggested in this document is dependent upon how you, as an informed practitioner, commit to your students; how you interpret and adapt these practices into student-centered procedures at your site; and ultimately how those decisions create a learning environment that will turn your over-age, under-credited students into confident high school graduates and responsible young adults.

*Use this handbook as a recipe book of student-centered practices.*



## CHAPTER 1:

# Partnerships and Collaboration

YABCs are partnerships between NYC DOE host schools and local CBOs and, as such, are staffed by professionals from both partners. Staff includes teachers, social service professionals (social workers, youth advocates), guidance counselors, administrators, and administrative and attendance support staff. A collaborative effort between the partners is critical to ensuring that the needs of students are met, that problems are addressed promptly, and that interventions are effective in promoting student achievement and success.

A strong partnership between the DOE and CBO should be apparent to students as a seamless partnership. Strong collaborations are marked by open and frequent communication, the timely exchange of information, shared decision-making, mutual respect for what each partner brings to the collaboration, and a team approach to problem solving.

### **Strengthening Partnerships**

(Excerpted with permission from The Finance Group's *Strengthening Partnerships: Community School Assessment Checklist*)

Building and maintaining effective school partnerships requires dedicated time and ongoing attention to the collaborative process. This list focuses on the *process* of bringing partners together and working to achieve desired results. This list can help partnerships to focus on, assess, and improve the quality of their collaborative efforts:

- Our partnership has developed a clear vision.
- Our partnership has collaboratively identified the results we want to achieve for our students.
- Our partnership has developed strategies for coordinating and linking the array of supports and opportunities that are available at, or connected to, the school.
- Our partnership has established a clear organizational structure, has agreed upon the roles that individual partners will play, and ensured that all participants understand and accept the responsibilities of those roles.
- All partners involved in the school understand who the other partners are, what organizations they come from, and what those organizations do.
- All partners regularly communicate with each other to keep everyone informed about the work.
- Our partnership engages in activities that create awareness about, and increase support for, the work of the partnership.
- Our partnership has identified and mobilized resources (financial and other) from partner organizations and other entities throughout the community.

## **FOCUSING ON COLLABORATION FROM THE BEGINNING**

Strong collaborations do not happen automatically—they take hard work, planning, and a commitment to investing the time to solidify the partnership. Many professionals may have limited experience in developing working partnerships across agencies. To address this, training and staff development specifically addressing building collaborations—and sustaining those partnerships—can be helpful in introducing staff to the basics of teamwork and partnering.

**Training and Professional Development:** At Abraham Lincoln High School YABC (Good Shepherd Services), staff members start the year with two days of professional development that help ensure that the DOE and CBO staff members work together to guarantee the academic and developmental success of the students. Staff development focuses on examining the academic, social, and employment goals of the YABC program and defining staff roles in accomplishing those goals. The training encourages staff members to work together and ensures that everyone has shared knowledge and is “on the same page” about how to address problems and help students.

At the Thomas Jefferson Campus YABC (Medgar Evers College), a weekend retreat prepared staff for the transition to a new assistant principal. The two-day retreat featured a review of the program’s goals and objectives; presentations about the curriculum, services, and roles and responsibilities of staff; and facilitated team-building exercises. It helped set the tone for the DOE-CBO partnership, promoting a “united front” and a sense of continuity for staff.

**DOE-CBO Partnership:** The DOE-CBO partnership unites two previously distinct professional cultures. The DOE and CBOS share a common goal to increase positive outcomes for young people, but their means for achieving these outcomes may differ. A strong collaboration requires patience, thought, and organization—in addition to mutual respect for each agency’s organizational structure, norms, and values—but can result in a program with a unique set of strengths for effectively engaging and supporting over-age, under-credited students.

According to the Youth Development Institute, practitioners identify the following as key to *implementing* successful partnerships:

- Mutual accountability and joint decision-making;
- Leadership that supports collaboration;
- Collaborative action, clear roles, and moveable boundaries;
- Cross-cultural understanding;
- Open communication and free flow of information;
- A community of practice, respect, and trust.

► **Spotlight Practice: Strong DOE-CBO Partnerships**

**Abraham Lincoln High School YABC (Good Shepherd Services)**

At Abraham Lincoln High School YABC, the collaboration between DOE staff and Good Shepherd Services, the CBO partner, depends on a range of practices that exemplify these key partnership attributes:

- All YABC staff members come together at the start of the school year to clearly define roles and responsibilities.
- Staff roles are defined as specifically as possible in a written document.
- Agreements between the DOE and the CBO regarding fiscal and administrative responsibilities for particular events are logged on a calendar at the beginning of the year and made available to all staff.
- Each person involved with the program understands and respects the roles and responsibilities of others involved in the program.
- YABC administrators at the managerial level develop their staff to define roles at the YABC based on student success, not merely on who they receive a paycheck from. In doing so, staff members recognize that they work for the benefit of the students and feel responsible for students' success.
- Communication is key, and it starts at the top with open, honest, and regular discussions between the assistant principal and the program director.
- Staff members from both the DOE and the CBO work together as much as possible (e.g., counseling services, greeting students, etc.).
- All significant decisions about students are made collaboratively by the assistant principal and program director.
- Time is set aside every night of the program for the assistant principal to meet with staff to go over any issues, requests, or staff needs.

**Documenting Roles and Responsibilities:** As partners work to understand their roles and define ways of working together, many sites codify this shared understanding in a written document called a *Collaborative Work Plan*. The Collaborative Work Plan helps CBO and DOE staff work together more effectively by specifying staff roles and responsibilities and clearly articulating the procedures and the internal structures of the YABC. This written plan also documents external relationships maintained with outside agencies or organizations that can provide additional support for students. As a tool, the Collaborative Work Plan reflects the program's youth development philosophy and how it is embodied at the operational level in the YABC community. Areas addressed include attendance, post-secondary planning, student leadership strategies, cultural and performing arts programs, recognition, and graduation procedures. (See Appendix B for a sample Collaborative Work Plan).

At the John F. Kennedy High School YABC (F·E·G·S Health and Human Services System [F·E·G·S]), staff actively plans for partnering with a process that includes the following:

1. Defining roles and developing boundaries;
2. Establishing responsibilities;
3. Planning for positive overlap;
4. Establishing lines of communication;
5. Designing a conflict resolution plan.

Staff members at the site have found the most valuable step to be defining roles and establishing boundaries. By having clearly defined roles and responsibilities, staff can focus more attention on dealing with urgent issues and pressing circumstances around students. (See Appendix B for a sample DOE-CBO Partnership Plan).

*Good, regular communication among all staff members benefits students.*

### **COMMUNICATING REGULARLY AND FREQUENTLY**

Communication is vital for a collaborative relationship. Many YABCs use a range of regular formal and informal meetings to effectively keep the lines of communication open. At Tottenville High School YABC (New York Center for Interpersonal Development [NYCID]), for example, the Collaborative Work Plan specifically addresses communication and the sharing of information. It includes three identified practices:

1. The assistant principal and program director both have an “open door policy” and meet with CBO staff and the DOE’s parent coordinator (a school-based employee who is available to help parents with questions about schools and the New York City DOE school system) on a daily basis to exchange information.
2. Teachers discuss their concerns about students with CBO staff.
3. Staff development is organized to include staff members from both CBO and DOE.

Setting up formal lines of communication between the assistant principal and the program director (e.g., regular weekly meetings)—supplemented by daily, informal contact—is crucial for establishing a foundation for solid partnering; but even the best working relationships encounter disagreements and differences of opinion. As such, these disagreements are addressed immediately between the partners—from junior staff to the more seasoned staff, with managers stepping in as necessary. Both agencies make a concerted effort to understand each other’s organizational culture, discuss problems openly, and resolve conflicts promptly.

Most YABCs have structured weekly meetings between CBO and DOE staff, while also encouraging informal ways to exchange information daily. For example, at Herbert Lehman High School YABC (F-E-G-S) the assistant principal and the program director tour the classrooms together during school hours. This practice gives staff an opportunity to check in about daily events while also communicating to all that there is a strong relationship between the DOE and the CBO. It reinforces an atmosphere of collaboration and mutual respect. The program director also compiles a list of announcements that are distributed to all staff members weekly. CBO staff visits classes to read the announcements and answer questions from the students. This practice keeps students informed about important opportunities, provides students and classroom teachers with immediate answers to their questions, and allows them to work directly with CBO staff and discuss any students who might need extra attention.

Incorporating shared data reports into regular discussions between DOE and CBO staff can provide a common ground to discuss students and develop specific integrated approaches to address areas of common concerns such as attendance. Reports such as those that document student enrollment, attendance, and academic performance, when combined with discussion, can help staff get a full picture of a student—a picture that integrates their academic and emotional lives.

At Walton High School YABC (Good Shepherd Services), each year begins with professional development for CBO and DOE staff. They discuss the best ways to interpret and use data from various reports that will be generated throughout the year to support students around grades, credits, attendance, and interventions. Once everyone is trained around confidentiality and protecting sensitive student information, DOE and CBO staff members meet regularly to exchange information. To get the “big picture,” DOE and CBO staffs meet at the beginning and end of each marking period to review trends and share overall reflections on the passed semester. Then, at weekly case conferencing meetings, DOE guidance counselors share students' academic and attendance issues, and CBO staff members provide pertinent information on personal issues that could be affecting a student's performance at the YABC. On one level, these data-sharing forums allow CBO counseling staff to intervene with the appropriate resources when a student is struggling with academics. It also ensures that all staff members at the site are aligned in the approaches they are using to support a particular student.

*Solid partnerships build a sense of community among staff members, teachers, and students.*

#### **LOOKING FOR OPPORTUNITIES TO COLLABORATE AND BUILD PARTNERSHIP**

Informal gestures can be extremely meaningful symbols of strong DOE-CBO collaboration and reinforce a seamless alliance to students. For example, at Washington Irving High School YABC (F·E·G·S), and at many other programs, the program director and the assistant principal stand in the front lobby each afternoon, greeting students by name as they arrive at the program. The program director and assistant principal speak with students who have missed class in the past few days. As students realize that YABC staff members are concerned about their presence, they are encouraged to attend class more regularly and arrive on time. This practice also reinforces the cohesive partnership between the DOE and the CBO.

At Flushing High School YABC (Child Center of New York), the assistant principal and program director regularly go into classrooms to chat with teachers and check in about concerns. During advisory periods, teachers, students, and CBO staff mix together, which builds a sense of community and collaboration.

At Automotive High School YABC (Good Shepherd Services), the educational and counseling staff members collaborate to ensure that students receive full counseling services without disrupting academic efforts. This collaboration is reflected in how classes are structured. Classes run for 90 minutes. Teachers typically use the first 60 minutes for direct instruction. Students work independently for the last 30 minutes. During this portion of time, teachers may meet with students individually or in small groups; or students who are scheduled to meet with a counselor may do so. This scheduling and flexibility on the part of both agencies factor in the time that students need to address important social and emotional needs without interrupting valuable instruction hours.

Several YABCs have developed practices that build partnerships through personalized meetings. For example, sharing a meal can be an easy, relaxed way to develop positive working relationships among staff. At the Thomas Jefferson Campus YABC (Medgar Evers College), administrative staff members from the DOE and the CBO hold bi-weekly dinner meetings where they discuss a range of issues related to students' needs. At Herbert Lehman High School YABC (F·E·G·S), DOE and CBO staff members have an informal, monthly "Snack-n-Chat" where they meet before afternoon classes start. This is an opportunity for teachers to share information about what they are doing to address specific student-related issues. These meetings also offer staff from both partners a chance to offer valuable feedback and make suggestions about processes that might make the program run more smoothly.





## CHAPTER 2:

# Engaging Students and Establishing a Positive Environment

Youth development principles are the foundation of the YABC program model and are crucial to re-engaging students in academics and creating an environment explicitly devoted to student success. The principles of youth development state that young people respond best in environments where they feel safe and respected, find support in accomplishing their goals, and have the opportunity to develop enduring relationships with trusted adults. Below, we identify some practices that YABC sites use to establish a nurturing, consistent, and positive environment for young people.

*Intake is the first opportunity to engage students.*

### **USING INTAKE AND ORIENTATION TO PROMOTE RESPONSIBILITY AND ESTABLISH RELATIONSHIPS**

The first encounter between a student and staff sets the tone for the entire duration of that student's time in the program. Intake and orientation are an opportunity for staff to make critical connections to students and to invite students to take responsibility for helping to build the YABC community. Leveraging these initial meetings between students and staff can significantly enhance student engagement in the program.

At Downtown Brooklyn YABC (Good Shepherd Services), the assistant principal and the program director interview all students, along with their parents or guardians, before program intake. By including a parent or guardian in this meeting, the program establishes a relationship between the program and the family, which helps to keep the family engaged and supportive of the student's progress and involvement with the program. For young people not living with parents or family members, it is important for them to be welcomed and not made to feel embarrassed because of the lack of family participation.

At the James Monroe Educational Campus YABC (Good Shepherd Services), program leaders from the DOE and CBO also establish that each student meets eligibility requirements and has a clear and realistic understanding of the program. During intake, the student works with a counselor to determine short and long-term goals and to develop a post-high school plan. Students are informed about school rules and policies, and they are given an activity calendar for the upcoming semester.

► **Spotlight Practice: Intake Process**

**Downtown Brooklyn YABC (Good Shepherd Services)**

Intake at Downtown Brooklyn YABC is a four-stage process:

1. **Pre-Interview:** All students referred from their home school to the Downtown Brooklyn YABC meet with the assistant principal and the program director before the official intake process begins. The pre-interview ensures that students understand that the YABC program is voluntary, and that they meet the program requirements in terms of age and credit accrual. At the pre-interview, which students attend with their parents or guardians, staff members stress the importance of regular attendance for program success; inform students about the support services and extracurricular activities available; and provide students with the list of required documents that they must bring with them for intake.
2. **Intake Interview:** Once students have gathered all their required documents and are deemed to have met eligibility requirements, they have an intake interview with a counselor from the CBO. During the intake interview, the counselor asks students why they have chosen the YABC option to ensure that they have made a decision based on accurate information and a sound assessment of their particular situation. Students complete an intake form that captures important information about their families, schools, and employment histories. Students also discuss the importance of attendance and commit to regular attendance and community standards. They complete a written contract indicating they understand the program's expectations regarding attendance and consequences for being absent, and a student YABC Community Commitment. (See Appendix C for sample Student Intake Form, YABC Rights and Responsibilities Contract, and Attendance Contract.)
3. **Learning Assessment:** After the intake interview, students undertake a learning assessment. They take a placement test to determine their level of English Language Arts and Math proficiency so that they can be placed in the proper class and offered appropriate academic support services. Students also complete an assessment of their learning style(s), which helps staff members understand more clearly each student's approach to learning. (See Appendix C for a sample Learning Styles Assessment.)
4. **Program Planning:** Students then meet with a DOE guidance counselor, who plans their program, taking into account all of the information contained in the documents. As part of this phase of the intake process, students work with an advocate counselor (their Primary Person) to begin to fill out forms relating to their progress at the YABC. These forms include the Post-High School Planning Form, which helps students track graduation requirements, career development goals, and test scores. (See Chapter 5 for further information on post-secondary planning.)

*During orientation, staff members clearly lay out expectations and benefits of the program.*

**Emphasizing Student and Program Strengths:** As part of the intake process, Canarsie High School YABC (Good Shepherd Services) asks students to complete an essay. (See Appendix C for a sample Intake Essay Question). The essay gives students an opportunity to describe their priorities and to highlight their strengths. For the counselor, the essay supplements the information on the intake form with a more personalized picture of the student.

At the intake meeting, Canarsie staff emphasizes program highlights such as internships and supportive services, as well as students' responsibilities to maintain strong attendance. For students entering the program in September, these expectations are reiterated during a summer orientation program and at the beginning of the semester through small group orientations. (See Appendix C for a sample Orientation Reminder Form and New Student Orientation Agenda.) Students leave their initial intake with an appointment for orientation, during which students meet in groups of 12–14. The groups, co-facilitated by DOE and CBO staff, provide students with detailed information about the YABC program, state the unique qualities of a YABC, and emphasize program expectations and opportunities. All staff members introduce themselves, discuss their roles, and give students their perspectives on the program. Students also receive a summary of the student handbook. (See appendix C for a summary of their Student Handbook Highlights.)

Program staff uses orientation to connect one-on-one with students and highlight the more engaging aspects of the program, such as the internship. The orientation also includes several incentives—pizza is served, students enter a raffle for movie tickets, and staff covers the spectrum of activities that will be offered to students, such as overnight trips that take place early in the term.

Once school starts, students get another run-through of the program's goals, objectives, rules, and expectations, and are introduced to any staff they have not previously met. The largest number of students enters the program at the beginning of the semesters (in September and January), but since registration is ongoing throughout the school year, students who enter the program at different points in the semester receive small group orientations from the DOE and CBO staff, led by an advocate counselor. These small group orientations help students get to know each other and the staff through engaging activities.

At Grace Dodge High School YABC (Good Shepherd Services), after acceptance into the program, students meet one-on-one with a guidance counselor to review their transcripts and discuss their academic and future plans. All students receive a copy of their transcripts and a graduation checklist to help keep track of their progress, reinforcing the idea that students are responsible for their own success.

## ASSIGNING A PRIMARY PERSON TO EACH STUDENT

YABCs support relationship-building through the Primary Person system, which pairs each student with a staff member who acts as guide, advocate, and advisor as that student moves through the program. The Primary Person is the student's "go-to" person, and assists with the full range of issues and concerns. For students who are being pulled in multiple directions, the Primary Person acts as a stabilizing force within the YABC program and, more often than not, outside the building as well. The Primary Person is responsible for helping the student set goals, identify problems, devise solutions, and monitor progress. The Primary Person also links students to the resources they may need, within or outside the program, to move toward success. (See the OMPG publication *Young Adult Borough Center Model: Reconnecting to School and the Future* for a more detailed description of the YABC model and its components.)

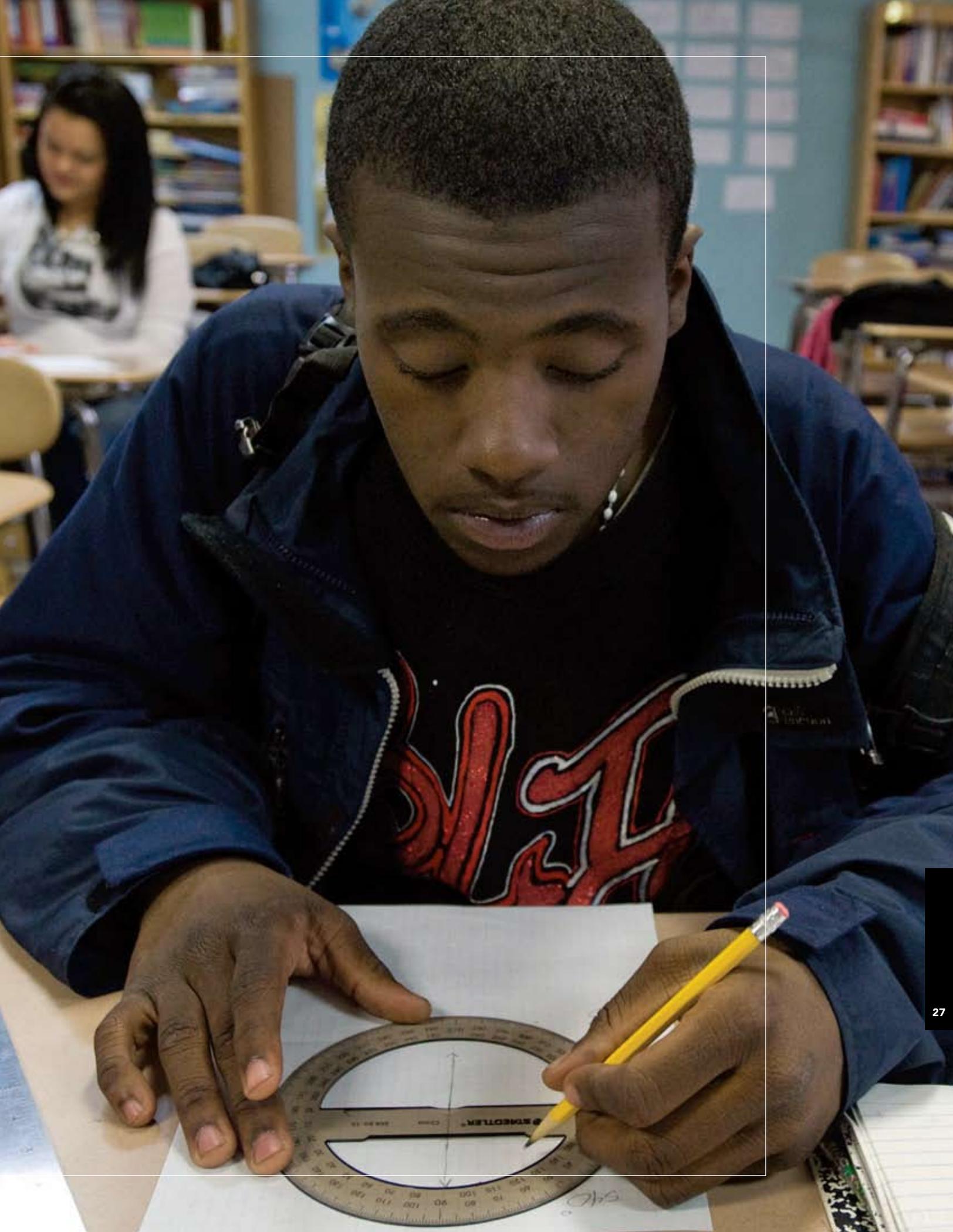
**The Primary Person Model:** A Primary Person is guide and advisor, monitor and cheerleader, broker and advocate. What distinguishes this role is its combination of vigilance, kindness, and constancy, and its singular focus on the young person as a complex individual. A Primary Person may be called a student advocate, primary counselor, or advocate counselor. Regardless of exact title, young people can trust and confide in these special adults who can help them in the following ways:

- Identify their strengths and obstacles to school success;
- Encourage students to have high expectations for themselves and build confidence that they can be successful in achieving these high expectations;
- Confront and overcome barriers before they become reasons to drop out;
- Identify and secure additional resources, such as academic and social services, that will remove obstacles to success and allow young people to focus on their education;
- Understand graduation requirements, set goals, and monitor their academic and social progress in the classroom and in other school contexts;
- Serve as a broker with their families, staff, and peers in the program;
- Design a post-graduation plan and see it through to successful execution;
- Advocate for students in broader forums, and help young people understand the implications of their actions without making them feel powerless or pressured;
- Use their networks to help students develop other positive relationships with teachers, case managers, and adults in the program so they can connect with the services and supports they need to be successful.

Most programs mandate that the student and Primary Person meet at least once per month for a set amount of time, but this is typically considered a minimum. At Tottenville High School YABC (NYCID), for example, the monthly mandated meeting ensures that the Primary Person (at this program referred to as the personal advocate) reaches out to students who seem less engaged in the program. Most students and personal advocates have more frequent contact, through informal discussions in hallways or drop-in office visits. If students have not responded to requests to schedule an appointment, the advocate sends a note to the student's teacher requesting to see the student.

Most YABCs use a case management approach. At Christopher Columbus High School YABC (Good Shepherd Services), the CBO partner assigns each student a "primary counselor" who is matched with a DOE counselor. The primary counselor and DOE counselor work together to support a shared cohort of students. They collaborate on assessing, planning, implementing, and coordinating services. Counselors are given an opportunity to hone their collaborative working relationship, and students benefit from having fully-informed counselors. Along with a DOE outreach specialist, the case management team meets weekly to monitor the progress of the students in their caseload, assess the need for services, and address any social or personal situations that may need attention. The primary counselors meet with students at least once each month for formal counseling sessions, at which time they discuss academic progress and milestones; review academic, personal, and career goals; develop/review the post-high school plan; discuss stressors that might be affecting academic progress or personal growth; and identify additional resources that may be needed to support the student.

At Grace Dodge High School YABC (Good Shepherd Services), each student is assigned a "primary advisor." The primary advisor meets with students individually each month for 30 minutes and also holds a monthly group advisory meeting. The role of the primary advisor at Grace Dodge is to help the student overcome obstacles to graduation, create long and short-term goals, and assist the student with job readiness and the college application process. The primary advisor also works with the program's family assistant to provide attendance outreach if necessary.



*Town hall meetings give young people an opportunity to be advocates for change at their YABC program.*

## **CREATING OPPORTUNITIES FOR STUDENT VOICE AND CHOICE**

Giving students the opportunity to engage in shaping their community and providing students with a range of options that align with their interests creates an environment that encourages their participation. Inviting student input when appropriate; developing forums where students can express their ideas about community affairs; creating opportunities for leadership and true participation; and ensuring that students have a forum to talk and share with each other in a safe environment can support their academic and personal growth.

**Student Councils and Advisory Boards:** Student councils have proven to be a highly effective way of giving students a say in program planning and implementation, involving them tangibly in the immediate YABC community. In addition to providing students with an opportunity to build leadership skills, student councils strengthen relationships among peers. YABC sites have promoted the practice in a variety of ways.

At Harry S. Truman High School YABC (Episcopal Social Services), the student councils emerged out of the site's town hall meetings where all students and staff gather regularly to discuss issues that require student input. At town hall meetings, students were vocal about aspects of the YABC program that they felt needed to be amended. Staff wanted to give these students a chance to be advocates for change and organized a student council. The student council is a seven-member student body that includes positions for president, vice president, secretary, treasurer, and three senators. Students must campaign for a position, articulate their vision for the YABC at a town hall meeting, and be elected by their classmates. The council meets every other week and is facilitated collaboratively by one DOE staff member and one CBO staff member. For each meeting, students create an agenda, take minutes, and discuss a range of concerns and issues. Students prepare proposals to address program or curriculum concerns, to propose participation in various community service projects, or to promote events to their peers. Students present these proposals to the assistant principal and program director, who discuss potential obstacles and changes that the proposals might require to get approval. Based on this feedback, students create an action plan, and present it to the assistant principal. Once the action plan is approved by the assistant principal, the student council members are responsible for implementing the plan.

The student council at Canarsie High School YABC (Good Shepherd Services) meets twice a week, before the school program begins. The council focuses on two types of activities: community building and program enhancements. For the community-building focus, council members meet with staff to plan events for the YABC's monthly community meeting. Here, each of three student cohorts meet to discuss important issues—such as relationships and stereotypes—or engage in activities geared toward strengthening community relations. For the program enhancements activities, students work with staff to enhance the students' school experience and build school spirit. Students and staff orchestrate, develop, and manage group activities, such as producing a program newsletter, planning a bake sale or sports night, or organizing a walk-a-thon.

*Planning special activities based on student interest fosters success in the program.*

At Flushing High School YABC (Child Center of New York), the student council is led by two student youth leaders who are paid by Child Center of New York to act as the voice of the student community. The student leaders meet every other week with program staff, including the assistant principal, program director, and other CBO staff. Staff members interview students for the youth leader positions, and the young people function as liaisons between their peers and the YABC staff, meeting informally with students during their advisory period to gather information about community concerns and interests. Subsequently, they raise these issues with staff during council meetings.

At Grace Dodge High School YABC (Good Shepherd Services), young people can join a Student Advisory Board through which they plan, organize, and present fundraising propositions. Proceeds from these efforts provide funding for activities of their own choosing. For example, students decided to hold bake sales and plan a talent/fashion show. The money raised was used to fund an end-of-year event. Along with giving students a chance to build leadership skills and spend productive social time with peers, participation on the advisory board also provides students with extracurricular experience for their college applications.

**Pursuing Students' Interests and Offering Positive Attention:** Giving students a chance to present their work publicly and get a positive response from peers and adults is another way to engage students, promote responsibility, and express student voice. Several sites have initiated Thesis Project Nights where students exhibit their academic achievements to the entire YABC community. For each core academic class at Downtown Brooklyn YABC (Good Shepherd Services), students develop a thesis project that represents a culmination of what they have been studying in class. Students work individually or in groups on a project that is then presented at an Open House Night. Students present to a panel put together by CBO staff comprised of parents, YABC alumni, and staff and administrators from the DOE and the CBO. Teachers provide panelists with a scoring rubric, and panelists are responsible for grading the individuals/groups on their work. The project helps students practice public speaking, learn the dynamics of group work, and boost self-esteem as participants get positive feedback on their work from panelists.

By taking into account specific student interests, staff can increase students' engagement in the YABC community. At Herbert Lehman High School YABC (F-E-G-S), there was a strongly demonstrated interest in chess. The program director, as a result, attended a weekend training at *Chess in the Schools*, a nonprofit organization dedicated to building self-esteem and increasing academic achievement through the use of chess in public schools. Along with the training, the staff member received free chess supplies, which he made available to students during program dinner breaks. The chess materials are available in the CBO office the rest of the time, which draws students into the office to play chess before class. The program also organized a weekend chess tournament, and the assistant principal provided subway cards, pizza, and trophies for students who attended.



## CHAPTER 3:

# Promoting Consistent Attendance

Students attending YABCs often face personal challenges that have limited their success in day schools. These students frequently are not on grade level and have adult responsibilities that compete with educational demands. These factors serve as obstacles to engagement in academics and make consistent attendance an ongoing concern for programs that help students move successfully toward graduation and post-graduation planning.

The YABC program model counters these forces through flexible programming, late-day and evening scheduling, and the consistent application of youth development principles. YABCs focus on building strong, supportive relationships between students and staff, and among peers, while also emphasizing initiative and independence. Combining this focus with structured support, monitoring systems, and strong staff communication helps young people feel valued and creates programs they want to attend.

*YABCs provide more flexibility for students who may have challenges outside of school.*

### **FOCUSING ON STUDENTS' RESPONSIBILITY AND INDEPENDENCE**

YABC programs work to counter some of the challenges that students may have faced at their previous day schools. One way in which they do this is to create an environment in which students are treated as young adults. This conveys a sense of trust and responsibility, which empowers students and increases their motivation to attend YABC regularly.

At Thomas Jefferson Campus YABC (Medgar Evers College) in Brooklyn, students gain a sense of ownership over their academic program and take responsibility for tracking their progress toward graduation. With guidance from YABC staff, students review their own transcripts and determine which classes they need to graduate. As in college, students are provided with a course schedule and select the classes in which they wish to enroll.

Clearly articulating the program's attendance requirements during intake ensures that students understand expectations and recognize that it is their responsibility to meet those expectations to be successful. At Downtown Brooklyn YABC (Good Shepherd Services), for example, students sign an attendance contract that lays out attendance expectations and specific consequences for the student if they are not met.

#### **A Note on Student Home Environments**

Students from a variety of home environments attend YABCs. They may live with one or both parents, other family members, a guardian, spouse, or their own children. Therefore, when enrolling in a YABC program, students identify a significant adult in their lives, someone they respect and trust, and consider a parental figure or member of their family. Throughout this document, when we use the term "parent or guardian," it is this person to whom we refer. In addition, "home" to some students may be a group home or a shelter; if that is where a student lives, then that is what "home" means.

### **LEVERAGING STUDENTS' PRIMARY PERSON AS AN ATTENDANCE SUPPORT STRATEGY**

Youth development research has demonstrated the pivotal role that caring adults play in young persons' lives. At YABCs, students build strong working relationships with adults through their Primary Person, a staff member who acts as a guide, advocate, and advisor throughout the student's duration in the program.

A Primary Person establishes a one-on-one relationship at the beginning of a student's enrollment in the program, and this relationship often extends well beyond graduation. As the student's "go-to" person, the Primary Person is the first line of support in assisting a student in addressing a full range of issues and concerns. From tracking attendance and academic progress, to personal support and referrals to resources, Primary Persons provide a structure to focus each young person and prevent any student from falling through the proverbial cracks. Particularly for students who are being pulled in multiple directions, the Primary Person can act as a stabilizing force within the YABC program and, more often than not, outside the building as well. Equally important is the caring relationship between the student and the counselor. Having the attention of a concerned adult staff member is a powerful experience for a student who may have felt isolated and disconnected from school and even the larger community before they arrived at the YABC. Communicating high expectations consistently, and showing continued interest in the student's progress, can have an enormously positive impact on students who have frequently not been expected to achieve at a high level.

As a fundamental mechanism for ensuring student engagement, the Primary Person needs to be fully integrated into the daily functioning of the YABC. Ongoing communication and continual follow-up between the Primary Person and student is the centerpiece of effective student engagement. The high degree of connection between a Primary Person and a student reinforces a sense of belonging in the YABC community and in very direct ways, encourages high expectations of behavior and recognition of specific student accomplishments.

Furthermore, the trust between a Primary Person and student plays a crucial role when reaching out to students who are absent. As a preemptive measure, calls from a Primary Person attempt to connect students to the YABC *before* they turn into habitual absentees. While students may not respond to a perfunctory call from a DOE attendance officer, they are more likely to respond to an adult with whom they have built a trusted working relationship. It is generally expected that each Primary Person at all YABC sites make calls daily to students who are absent. For example, at Canarsie High School YABC, the individuals with this role are the CBO advocate counselors.

*The student's Primary Person acts as a stabilizing force in school—and sometimes outside of school as well.*

*Sharing data about attendance and connecting with students can cut down on absences.*

### **REGULARLY MONITORING AND ASSESSING ATTENDANCE ISSUES**

Reviewing data regularly on student attendance is an important way to identify attendance issues and to begin to find effective solutions. Attendance data allows program staff to analyze patterns in school absences and determine what factors are affecting absenteeism. Having a set of procedures in place to accurately assess attendance data, and keeping in regular contact with students are critical first steps to helping young people obtain the support they need.

In addition to standard New York City DOE classroom-based attendance procedures, most sites have a sign-in system whereby students log in manually or electronically at the building entrance so that staff can track who has entered the building on any given day. Also, YABCs generate two useful data reports weekly from the New York City DOE attendance system: a cumulative report of weekly absences and a weekly student cut summary. Using these data reports, staff can address attendance issues quickly and directly. For example, at Christopher Columbus High School YABC (Good Shepherd Services), staff members were able to recognize that 15 students were chronically missing their third period class, the last class of the evening. Connecting with the students about this particular period stopped the cutting, and all students passed the class.

Sharing attendance data among staff in meaningful ways is crucial to formulating an effective intervention. Most YABCs have found that multidisciplinary case conferencing is a useful way to bring the expertise of the YABC team together to address attendance related issues. Case conferencing brings together a combination of DOE and CBO staff—assistant principal, program director, counselors, teachers, and outreach workers—to examine and discuss the issues that may be affecting a student’s attendance or academic performance. The student’s program and life situation are evaluated to determine if additional services, supports, or interventions are required and, based on a comprehensive discussion, an action plan is developed. All information, including the reason for the referral to the case conference, current concerns and recommendations, as well as the staff responsible for implementing the plan, is documented. (Case conferencing is described in more detail in Chapter 4.)

► **Spotlight Practice: Maintaining Strong Attendance**

**George Washington Educational Campus YABC (F•E•G•S)**

Students cannot succeed if they do not attend the program. This basic fact is behind the George Washington Educational Campus YABC's decision to expend significant resources on an attendance team that integrates the advocate counselors and other CBO staff with DOE staff. The attendance team consists of the advocate counselor, the program director, two attendance teachers, two to three family workers, and two school aides. Students sign in manually every day they attend the program, a process the attendance team oversees at the front desk. This is crucial: the staff members responsible for attendance outreach must be the same individuals responsible for monitoring student presence at the program. This provides consistency, encourages a positive rapport between students and attendance staff, and gives staff first hand knowledge of students' attendance patterns, making it difficult for students to deny absentee behavior.

The CBO advocate counselors and other members of the attendance team all share the same office suite, making it easy to consult with each other frequently around student issues. Advocate counselors are immediately contacted when a student in their caseload is absent. This allows the advocate counselor to bring knowledge of a student's personal situation to the discussion of how to address the absence. If a home visit is required, the attendance team determines which staff member should make the visit.

Several times each marking period, the attendance team schedules a meeting with the entire guidance staff and the assistance principal to review all attendance issues and monitor progress.

The program is very clear with students about attendance expectations at the outset. At intake meetings, with parents present, students are informed about the consequences for absences, and are told that "attendance is what gets you to graduation." Program staff recognizes, however, that students are very likely to test them on the firmness of their stance, so they are ready to follow through.

Every student at the YABC signs an attendance contract that communicates expectations and consequences of not having good attendance—such as losing eligibility for Saturday programs and school trips. To reinforce regular attendance, students are called immediately if they are absent, and "flagged" as soon as they enter the school the day after an absence. An attendance team member meets briefly with the student to reiterate his or her contract obligations and the consequences of not meeting them. No absence is ever overlooked, so students expect consistency. After a second absence, a call is made to the student and a parent, and a meeting with both is required. If there is a third absence, the parent must again come to the school, and the student begins to lose privileges.

Attendance data reports are created and assessed nearly every day, and the assistant principal meets with the attendance team once or twice each week to review the information obtained. Finally, the staff members attempt to be flexible with students to meet their needs, and stress that the most important practices are honest communication and giving students the chance to show they are making an effort.

### PROVIDING INTENSIVE ATTENDANCE SUPPORT

In a YABC, staff members respond immediately and consistently to student absences. This ensures that the message to students is clear that their presence at the program is valued and that staff members care about their success. Most programs have developed a protocol of phone calls, letters, and home visits that give students opportunities to inform staff about problems they may be facing and to create opportunities for one-on-one meetings. This includes setting Fridays aside for home visits or, for some sites, paying for attendance teachers to complete home visits on weekends. At Christopher Columbus High School YABC (Good Shepherd Services), each student's Primary Person works collaboratively with an assigned DOE outreach specialist and the program's attendance teacher, to maintain consistency for attendance follow-up. Any day a student is absent, the student is contacted by phone and asked to come in for a counseling session. After three consecutive absences during which no successful contact is made, a home visit is made. Once the student is reached at home, he or she must attend a counseling session upon return to school. (See Appendix D for a sample Missed Home Visit Letter and Parent Attendance Letter.)

Addressing long-term absences requires different tactics. Staff members at South Shore Educational Complex YABC (F.E.G.s) use intensive tracking to monitor students with attendance difficulties and to try and bring students with long-term absences back to school. Students who have a monthly attendance of 65% or below are placed on a tracking list through which all outreach calls and outcomes are logged. Advisors meet with these students weekly to address obstacles to school attendance. If a student's monthly attendance decreases to 50%, the student is placed on a Phase I long-term absence (LTA) list, and in addition to logging outreach and meeting weekly with the student, a meeting with the parent is scheduled. The student, a parent, the advisor, CBO program director, and DOE guidance counselor all attend the meeting to create a plan to increase attendance. If a student's attendance decreases to below 40% monthly, the student is placed on a tentative LTA list while efforts to reengage the student continue. If monthly attendance falls below 20%, a home visit is scheduled before the student is placed on the official LTA list and the program begins the discharge process.

At the John Adams High School YABC (Queens Community House), staff members have found that home visits lead to improved attendance among students and a stronger, more solid relationship with their Primary Person and other program staff. The home visit also results in greater adult involvement in the student's education. For this reason, their strategy has been to conduct home visits immediately when attendance issues begin to come up and not wait until the situation becomes more severe. During home visits, parents or guardians form a bond with the staff of the partner CBO and learn more about their role in the YABC program, thereby enabling them to be more at ease in contacting program staff. Students also appreciate the home visits, often commenting on how much staff members care because they "came to my house."

### **OFFERING CONCRETE RECOGNITION FOR SUCCESS**

Rewarding students for successful program attendance is an important strategy to reinforce their efforts. At the Washington Irving High School YABC (F·E·G·S), students who are able to maintain 100% perfect attendance for a month are acknowledged through a perfect attendance dinner. These students receive a letter congratulating them on their attendance and inviting them to a special dinner in their honor. Students are encouraged to bring family and friends to the dinner, where they receive attendance certificates from the assistant principal. The dinner is a wonderful recognition for the honored students, and motivates other students to work harder at their attendance. The dinner is held in the school library, which all students have to walk through to get to their classes. As they see the dinner being set up and inquire about it, they become motivated to strive for better attendance and receive their own recognition. Students who attain perfect attendance for three months in a row are taken on incentive trips, which might include a Broadway show or a sporting event.

Students at Grace Dodge High School YABC (Good Shepherd Services) who have maintained good grades, attendance, and punctuality were invited to participate in an overnight leadership retreat sponsored by Good Shepherd Services. Approximately 30 students attended Camp Ramapo for Children in Rhinebeck, New York . These students participated in small group team-building and leadership activities, facilitated by camp staff. In between workshops, students were able to participate in outdoor activities (hiking and boating), and a campfire event was organized in the evening. As a positive incentive for demonstrated success at the YABC, this leadership retreat gave students an opportunity to enhance their communication skills, increase their capacity for working on a team, and further reinforced peer relationships in the YABC community.

*Recognizing students with perfect attendance motivates everyone to work harder.*



## CHAPTER 4:

# Student Support

Because many YABC students face challenges outside of the school setting, YABCs offer a variety of supports to help them overcome those barriers. From direct counseling to connecting students to wider resources, YABCs give students the tools to directly confront any personal, social, or developmental issues that may hinder their academic success.

A key component of this process is open and effective staff communication, and YABCs have developed several strategies for sharing information about student progress. Drawing on the observations of the whole team helps clarify individual student needs and allows staff to better target which academic or social support services are appropriate for each student.

*Staff discussions about specific students ensure they receive appropriate support.*

### **BRINGING STAFF TOGETHER TO PLAN COMPREHENSIVE SUPPORTS**

Case conferencing is an effective strategy that most YABCs employ to coordinate the efforts, strengths, and skills of staff from both the DOE and CBO and ensure that students receive the most appropriate interventions. In a case conferencing setting, staff members from a variety of program areas—academics, administration, attendance, and social support—share all available information about a student. This meeting gives staff the opportunity to consider information gathered from many sources (e.g., conversation with the student, family, or internship employer; observation; in-class performance) and, as a team, to develop the best mode of action for a specific student. The facilitator of the meeting keeps a careful record of the proceedings and tracks whether or not their efforts have been effective in increasing a student’s performance.

**The Case Conferencing Approach:** The case conferencing team at James Monroe Educational Campus YABC (Good Shepherd Services) includes the assistant principal, the program director, social workers, advocate counselors (Primary Person), guidance counselors, the Learning to Work (LTW) program director, and LTW staff. The team has developed a set of meeting guidelines for their case conferences:

- The meeting is a collaborative, decision-making forum.
- All staff members have the opportunity to ask questions and contribute opinions.
- Student outcomes drive the work of staff on both the DOE and CBO sides.
- Each meeting results in an organized system of referral, feedback, and delivery.
- YABC staff transparently shares information.
- The action plans resulting from the meeting are revisited and monitored to track students’ progress.

(See Appendix E for a sample Case Conferencing Overview and a sample Case Conferencing Intervention Plan.)

The case conferencing practice at Canarsie High School YABC (Good Shepherd Services) also involves teachers, guidance counselors, advocate counselors, tutors, administrators, and internship staff. Each month, Canarsie High School YABC teachers and guidance counselors submit the names of students about whom they have concerns and include brief comments describing their concerns. This information is processed and assessed by a member of the staff, and the case conferencing attendees are given a list of the students who will be discussed at the upcoming meeting.

The DOE guidance counselor prepares information on each student’s credit accumulation and Regents status. (Note: Regents exams are required examinations for students who wish to graduate with a high school diploma in New York State.) The CBO advocate counselor prepares information on attendance and family contacts—and includes information about each student’s participation in counseling, tutoring, and other support services—and distributes these materials to case conferencing attendees. The CBO program director facilitates each meeting, and teachers come prepared to discuss academic performance.

At the meeting, the team reviews information on each student, covering classes passed, credits earned, Regents needed, attendance patterns, and the student's general performance inside and outside the classroom. Staff members also provide updates about the role that the student's family may or may not be playing, the student's overall engagement in YABC activities and internships, and any challenges that the student might be confronting. Staff members have equal time to share their perspectives on a particular student; and as a group, the team develops a plan of intervention, with follow-up steps clearly outlined. At the end of each meeting, the case conferencing team follows-up on students and items from the prior month. (See Appendix E for a sample Case Conferencing List.)

Washington Irving High School YABC (F-E-G-s) has implemented a different type of case conferencing, which is referred to as an "All-Staff Meeting." The purpose of the meeting is to identify students who are in jeopardy of failing, and the meetings integrate DOE and CBO staff as part of the solution. Because the meetings are designed to accommodate the YABC structure, not every staff member is included in each meeting, but all staff members participate regularly throughout the semester.

Washington Irving High School YABC's All-Staff Meetings commence after the first marking period. The assistant principal facilitates these meetings and each teacher is scheduled to meet at least once each semester with the YABC program staff, including the assistant principal, program director, attendance teacher, DOE guidance counselor, and CBO advocate counselor. Teachers share specific concerns about a student's performance in class and obtain input from their YABC colleagues.

By the end of each meeting, staff members create an individualized plan for each student discussed. This plan addresses any personal and academic issues that might be affecting the student's performance in the YABC. It designates a staff member to follow up on the individualized plan, and, at a later date, a meeting is scheduled to assess the outcome of the interventions recommended.

In addition to the All-Staff Meeting's function as a preemptive measure, the meetings are a forum to discuss students who have demonstrated success at the YABC. At this time, students who have improved their attendance, increased participation in extracurricular activities, or improved academic performance are identified for awards and recognition.

### OFFERING TARGETED ACADEMIC SUPPORT

Through case conferencing meetings and other collaborative forums, YABC staff can identify students who may need additional academic supports to improve their educational performance.

Most YABCs offer tutoring services outside of the classroom setting. At Flushing High School YABC (Child Center of New York), the CBO partner provides tutoring. While teachers may refer students for tutoring, the program director also actively recruits students. The program director visits each core subject class to inform students of the availability of tutors and may speak with teachers outside of the class to identify students who would best benefit from tutoring services. Once the initial meeting is set up with students, students are responsible for maintaining regular contact with their assigned tutor. Tutors are hired by the CBO partner, are familiar with the state and city education system, and have a thorough knowledge of New York State Regents examinations. Typically, tutors initially meet with a teacher to assess the student's needs directly, and then they develop a tutoring plan. Tutoring plans will often focus on preparing for the Regents exam, completing work for specific classes, or some combination of the two. A student and a tutor meet, at least weekly, and tutors are generally available 10 hours per week. While attendance at tutoring is voluntary, students and tutors are encouraged to clearly identify *and meet* the expectations outlined in their tutoring plan.

George Washington Educational Campus YABC (F-E-G-S) partners with *New York Cares*, a local volunteer organization, to bring tutors to the school for regular, weekly sessions. Their tutors also work with an English teacher to provide additional support for struggling students to pass the English Regents. Tutors are provided for any other students who need specialized individual attention.

► **Spotlight Practice: Tutoring**

**Tottenville High School YABC (NYCID)**

Tutoring can be a struggle when students are reticent about seeking assistance. In addition to teachers' and guidance counselors' referrals, student advocates at Tottenville High School YABC took ownership of the situation and initiated a diligent outreach and recruitment plan to promote tutoring at the site. Once students began attending tutoring sessions with some consistency and demonstrated success in their classes, YABC staff began to use these cases as success stories to recruit other students.

Initially, tutoring was offered to all students. Eventually, the assistant principal and Guidance Department worked closely to identify potential graduates who still needed to pass their Regents. In addition to academic challenges, some students experienced test-taking anxieties, felt overwhelmed by the number of tests they had to take, or had concerns because they had not studied a particular subject for a while. Therefore, counseling staff decided to address these concerns with students to complement their tutoring services.

Often, tutors are private school teachers who work part-time for the CBO partner and create a comprehensive test prep curriculum covering all subject areas. Tutors assess a student's needs and weaknesses during the first few sessions. They then tailor test preparation to each individual student and work individually with students around test-taking anxieties to positively reinforce their efforts.

Attendance for tutoring is monitored and the advocates reach out to students who miss sessions. For any student who experiences frustration or feels discouraged, the advocates openly discuss and alleviate concerns and make the connection between tutoring, passing the Regents exam, and successfully moving toward graduation. To increase attendance for tutoring sessions, staff created an incentive program, using a "tutoring card." The card is stamped after each completed tutoring session, and after six consecutive sessions, the student receives movie tickets.

► **Spotlight Practice: Graduation Awareness Program**

**Christopher Columbus High School YABC (Good Shepherd Services)**

To track students' progress toward graduation, Christopher Columbus High School YABC (Good Shepherd Services) has developed a graduation awareness program, which they call "Road to Success."

The program begins at the outset of the semester with a careful review of students' transcripts and identification of those students who are potential graduates. Counselors meet with each student early in the first marking period of the term to help them complete their graduation worksheet, a log that documents credits accrued and Regents requirements. One month into the semester, the DOE parent coordinator sends a letter to parents of all potential graduates, inviting them to a graduation workshop. Counselors also meet with parents to discuss students' approximate date of graduation and to offer tips on how they can support their child in getting there. At the end of the marking period, an assembly is held for all potential graduates for the current semester. At the assembly, both DOE and CBO counselors distribute report cards and meet with students from their caseload. Students review their graduation worksheet with counselors and any attendance or academic obstacles are addressed. Solutions are proposed, as appropriate.

As part of the "Road to Success" program, students and teachers develop a "Failure is not an Option" agreement. The agreement is an actual contract that students and teachers fill out together when a student is failing a course. The contract indicates what the student needs to accomplish in order to pass the course, and what assistance the teacher agrees to extend to the student to get them to course completion. These contracts hold students accountable for their academic success in an explicit way, and YABC staff found that, after signing these contracts, students are more likely to attend class regularly and complete course requirements.

The "Road to Success" strategy helps staff and students track progress towards graduation and increases student ownership of their movement through the program, and the graduation worksheets keep families informed of students' progress. (See Appendix E for a sample Graduation Requirements Worksheet and "Failure is not an Option" Contract.)

### **ADDRESSING SOCIAL AND EMOTIONAL NEEDS**

Students overwhelmed by personal problems may be unable to meet a program's academic goals. YABCs offer individual and group counseling to help students cope with problems that may be interfering with their ability to perform in the program and achieve their goals. (See Appendix E for sample Goals Tracking Sheet and Student Counseling Rubric.) Most programs offer support services to address students' social and emotional needs through a combination of on-site staff, external partnering with other providers, and referrals. Generally, on-site staff members focus counseling sessions on personal or family issues that affect students' school performance, and students who need additional or more in-depth counseling services are referred to outside providers. (See Appendix E for a sample Support Services Comprehensive Assessment.)

At Flushing High School YABC (Child Center of New York), students have access to a range of counseling services including individual counseling and group sessions. Using the Primary Person Model, counseling staff from the program's CBO partner work hand-in-hand with other program staff to coordinate services for each student. CBO counselors meet regularly with guidance counselors to coordinate services and ensure a smooth collaboration.

Running adolescent affinity groups is an effective way to help students address problems that may be hindering their academic success. At Flushing High School YABC (Child Center of New York) and Canarsie High School YABC (Good Shepherd Services), groups are created to help students tackle common issues, and the sites currently operate men's and women's groups. Gender-specific meetings allow students to discuss sensitive issues in a safe and open setting. At most YABCs, new groups are developed as the need arises. At Grace Dodge High School YABC (Good Shepherd Services), for example, counseling groups have been tailored for students with anger management issues, and at Erasmus Campus YABC (CAMBA) and Adlai Stevenson High School YABC (Good Shepherd Services), staff members run separate mothers' and fathers' groups for students who are also parents.

*YABCs offer counseling support for students dealing with personal problems that may affect their academic performances.*



## CHAPTER 5:

# Post-Graduation Planning and Preparation

Educational research around cognitive instruction and learning has shown that students are more likely to be motivated to complete coursework toward a high school diploma when they can make direct associations between the instructional content and their futures. To make those connections more apparent, every student at a YABC works with staff to develop concrete plans for after high school.

Post-secondary planning is a core component of the services brought to all YABCs through the Learning to Work Initiative. The post-secondary activities include career and college exploration and planning through structured activities and workshops; career planning seminars; and college exploration trips and events. At those sites where students have the opportunity to participate in paid internships, real-life experiences become another tool for career exploration and planning.

*Internships help students connect learning to life.*

## **HELPING STUDENTS EXPLORE POST-GRADUATION OPTIONS AND SET GOALS**

For students, the YABC experience culminates in graduation. Embedded in this journey is the opportunity to examine a full range of options, set realistic educational and career goals, and formulate a plan that will put graduates on a trajectory towards achievement. CBO and DOE staff members work together to help students understand their options and guide each student in determining the path that makes the most sense for him or her.

**Using Concrete Tools to Track Student Performance:** YABCs have developed a variety of tools and processes to help students explore their options for continuing their education or entering the world of work. At Erasmus Campus YABC (CAMBA), students work with a young adult development advocate (their assigned Primary Person) to complete a strengths-based assessment. The assessment helps students examine their interests, talents, and skills; focus on their strengths; and document their social support, housing, and financial situations. College and vocational questionnaires help students begin to identify career and vocational goals. Students then create an individualized plan that allows them to track their progress. The young adult development advocate and the program's vocational counselor revisit the students' goals throughout the year to help them monitor their achievements and address any struggles they may have.

Good Shepherd Services, a CBO partner to several YABCs throughout the City, created a Post-High School Planning Portfolio, a tool that guides students toward graduation, documents their evolving educational and career interests, and helps them track their progress toward obtaining work or applying for college. The Portfolio is a six-page form that students begin to fill out during their first meeting with their primary counselor and use throughout their tenure at the YABC. With the Portfolio, students can monitor their credit accumulation; keep track of testing dates, requirements, and scores; log career interests, internship placements, and career assessment activities; and track their college exploration, application processes, and job readiness. The Portfolio is a tool that the student and primary counselor refer to again and again as the student moves through the program. (See Appendix F for a copy of the Post-High School Planning Portfolio.)

**Offering Guidance and Structured Support:** Harry S. Truman High School YABC (Episcopal Social Services) holds an annual career night, featuring representatives from a wide variety of professional fields. YABC staff members research students' potential career interests by reviewing student files; then, they reach out to professionals in those career sectors and invite them to participate. Participating professionals make presentations about their work and speak individually with students to answer their questions. In the 2006–07 school year, 32 presenters attended from fields such as broadcasting, criminal justice, emergency medical services, graphic arts, and library services.

At South Shore Educational Complex YABC (F·E·G·S), students receive planning support tailored to their level of credit accumulation towards graduation. Students are grouped, based on credit accumulation, into advisories, which meet weekly and focus on sharing experiences around different topics. As students progress towards graduation, they move through the advisories. While there are no official “sophomore,” “junior,” or “senior” designations at YABCs, grouping students enables South Shore Educational Complex YABC staff to plan and target activities around specific student needs. Students with low credit accumulation participate in an advisory that focuses on time management and coping with frustration. For students who are closer to graduation, groups examine interests and abilities, begin to set goals looking towards the future, and engage in college and career exploration activities. Students in graduation advisory concentrate on completing college application forms, listen to speakers from different colleges and careers, and actively create their own post-secondary plans.

*Some YABCs have special programs that help students meet professionals in their fields of interest.*

## PROVIDING TRAINING AND INTERNSHIPS TO PREPARE STUDENTS FOR SUCCESS IN THE WORKFORCE

Many students attending YABCs need help developing skills that will allow them to get and keep a job. Even more students need exposure to a wider range of career options and the language to talk about work-related skills and interests. YABCs help students build basic work skills, explore career interests, and gain work experience through a combination of work readiness training, support, and exposure to the workplace through internships. (See Appendix F for sample LTRW Student Internship Learning Agreement and Student Internship Performance Assessment.)

At John F. Kennedy High School YABC (F-E-G-S), for example, workforce preparation entails eight hours of job readiness, which includes resume writing and interview skills. It also examines ethical dilemmas in the workplace and offers students opportunities to practice different problem-solving alternatives for coping with them.

Tottenville High School YABC (NYCID) offers workshops that help students develop the range of skills important to succeeding in the workplace: interpersonal relations, phone etiquette, and managing office dynamics. These workshops go hand-in-hand with the site's internship program, and workshop topics are selected based on issues students confront at their internship sites. The staff has learned to take nothing for granted. Students may need support and guidance in basic workplace knowledge, such as how to dress appropriately for work and how to speak with colleagues and supervisors, and the workshops cover topics like these. Workshops are offered weekly and, to ensure workshop attendance, Tottenville schedules them around payroll. Students must submit their internship work timesheets and pick up their paychecks on Fridays, which is when the workshops are scheduled. In addition, the program offers elective credit for those participating in the internship program.

**The Internship Experience:** The internship program at Harry S. Truman High School YABC (Episcopal Social Services) offers students flexibility to discover their own career paths. First, staff members assess student interests using a range of questionnaires and interest inventories to obtain a comprehensive picture of each student's life, needs, and interests. Next, students work with their student advocate and the internship specialist to examine all the information together. Based on their assessment, the student advocate and internship specialist pair students with a work site. The internship experience gives students a chance to explore career options while building professional skills. On the chance that the selected internship site is not an ideal fit for a student, YABC staff works with the student to develop the most appropriate and fair way to transition to a new internship site. Internship specialists monitor students diligently, visit work sites regularly, and communicate with students' supervisors regularly. Back at the YABC site, internship specialists meet with students to identify challenges they are facing, discuss how their career goals are evolving, and determine how students can work with their supervisors to meet their goals.

Maintaining positive relationships with internship sites is an important element in ensuring that students can connect to a varied and reliable array of internship sites in the community. To promote these positive relationships with employers and the surrounding community, Harry S. Truman High School YABC started hosting an annual Internship Appreciation Dinner to acknowledge internship sites for their contributions and to thank them for partnering with the YABC to provide constructive work experience for students.

YABC internship specialists at Harry S. Truman High School YABC regularly meet with students' supervisors to discuss students' roles and responsibilities, share updates on students' progress in the workplace, and determine any additional training students may need to enhance performance on the job (e.g., computer training). At John F. Kennedy High School YABC (F·E·G·S), the Learning to Work coordinator makes monthly visits to all internship sites. The LTW coordinator observes how each student is progressing and meets with the student and the supervisor to remain updated on each student's performance on-site and address any problems or concerns. Regular phone check-ins with workplace supervisors allow the LTW coordinator to stay well-informed and head off most problems before they become larger concerns.

Because internships are such an important opportunity for students, the staff at Canarsie High School YABC (Good Shepherd Services) holds an Internship Blitz during the first two weeks of school. During the blitz, program staff members aggressively promote the internship experiences to galvanize students, and to centralize the selection and enrollment processes. As a result, staff members can target their efforts and maximize the number of students who sign up for internships within the first two weeks of school. The YABC staff creates and displays promotional materials and broadcasts catchy slogans over the intercom. They host dinner-time informational sessions and provide interested students with appointment cards to meet with the internship coordinator early in the semester. Staff also offers incentives to help students meet early deadlines, complete applications, and attend critical meetings during the blitz week.

Staff at Tottenville High School YABC (NYCID) adjusted their approach to the internship program to make sure it aligned with the interests of students. For example, for students who preferred to stay in the proximity of their borough, YABC staff did a significant amount of outreach to make sure that there were enough local internship sites that meshed with students' interests.

*Internship Specialists stay connected to students and their supervisors to discuss strengths and opportunities for growth.*

*Students in internships also participate in seminars to discuss how internships fit into the context of their lives.*

**The Learning to Work Seminar:** Under the youth development approach, one of the key points of engaging young people is guiding them in drawing connections between classroom content and its direct application to their lives. Similarly, the YABC internship is maximized when the context of that experience—and its relevance in a student’s life—is outlined clearly and discussed explicitly. Students in internships can develop workplace skills; learn about career opportunities; amass a level of proficiency in entry-level employment tasks; and begin to explore and communicate about their strengths, areas of improvement, work style, and work environment preferences. To ensure that the internship experience delivers these benefits for students, the YABC model mandates that students who are participating in an internship must also participate in a weekly, one-hour seminar with their peers.

Complementing the one-on-one sessions between YABC staff and students, students in the LTW seminar reflect on and discuss workplace skills, connect those skills to classroom learning, explore the relationship between the internship and career interests, and begin to create a career plan building on the experiences at the internship. This is a concrete way to begin to understand the concept of a career ladder.

Examples of two LTW seminar syllabuses created by CBOs to use across YABCs in NYC are included in the appendices. The F·E·G·S LTW curriculum (see Appendix F for additional information and an LTW Student Internship Performance Assessment) includes fundamental career exploration in conjunction with tracking tangible benchmarks on student progress. Good Shepherd Services’ curriculum (see Appendix F for additional information) has developed a two-semester curriculum that includes conflict resolution, financial guidance, job exploration, student presentations on internship experiences, and other activities and work geared toward putting the internship experience in the appropriate context for students.



► **Spotlight Practice: Learning to Work Internship Program**

**James Monroe Educational Campus YABC (Good Shepherd Services)**

Several key practices are involved in a strong internship program:

**Promoting the Internship:** Student recruitment is a critical first step to informing students of the variety of opportunities and services available to them through the internship program. The site distributes and posts flyers around the school, and the internship coordinators and the career development facilitator conduct presentations to students in the classrooms and to parents during town hall meetings to spread the word about internship opportunities. Often, students may help recruit their peers to take advantage of internship opportunities.

**Developing Work Sites:** Internship coordinators develop a wide variety of relationships with hospitals, real estate offices, law firms, schools, day care centers, theaters, restaurants, nonprofit organizations, financial institutions, parks, aging centers, and many other settings to secure internship sites. Internship coordinators try to develop internship opportunities that align with students' interests.

**Planning with the Student:** Students must complete an internship application and personal information form. Once the form is complete, the student returns the application to the internship coordinator, along with a photo ID and social security card or birth certificate. An internship coordinator then meets with the student to find out about any work experiences, strengths, weaknesses, and basic workplace skills, and to determine what type of position the student might want.

**Preparing the Student:** Students then attend an Interview Prep Seminar conducted by the internship coordinator and career facilitator. The seminar provides students with instruction in a range of critical work readiness skills including interviewing techniques, dressing appropriately for the workplace, working effectively with the internship coordinator to solve problems, and resolving conflicts at work. "Role playing" exercises and mock workplace scenarios are often used to help students practice and integrate these skills.

**Securing an Internship:** Once students have selected a potential internship site, they must schedule and attend an interview. When they have been accepted as an intern, a meeting is set up between the internship coordinator and the site supervisor to complete the Student Learning Agreement, a contract that outlines work responsibilities, rules, and regulations of the workplace; expectations for students' work performance; and what competencies students are expected to develop during the internship. (See sample forms in Appendix F.) Students are responsible for handing in weekly work timesheets to their internship coordinator.

**Providing Group Support:** Students participating in the internship program attend weekly seminars led by the internship coordinator. The seminar gives students a chance to meet together and share their experiences. Students discuss problems that arise at work, and they find solutions together. The seminars also might include a visit from a financial advisor to discuss money management or a trip to a local business, depending on students' interests.

## PLANNING FOR COLLEGE AND CONTINUING EDUCATION

YABCs actively help students navigate the process of selecting and applying for college. They also, frequently, persuade students who might not have even thought about college to view it as a realistic choice. Often this happens when counselors are able to help students make a connection between their career interests and career-related college programs of study.

**Managing the Process:** To assist students with preparation for college, John F. Kennedy High School YABC (F·E·G·S) has introduced several tools. (See sample tools including Choosing a College Worksheet and College Planning Worksheet in Appendix F.) The worksheets are an easy and accessible way for students to keep track of important dates and deadlines—such as SAT registration and test dates—and to manage the flow of paperwork such as applications, recommendation letters, and transcripts.

**Framing College as a Viable Option:** John Adams High School YABC (Queens Community House, Inc.) holds regular college drop-in hours every Thursday prior to classes starting. Students meet with a college specialist and get specific information about applying to college. The site also holds college workshops in every classroom each semester to discuss college as an option and to inform students about necessary requirements. Representatives from local colleges speak with students to illustrate college life at their institution.

**Helping Students Set and Track Their Post-Secondary Goals:** Walton Campus YABC (Good Shepherd Services) sought to increase the number of students attending college by implementing a College and Career Planning program, designed specifically to enhance early awareness and preparation. First and foremost, YABC staff attended professional development training around highlighting college awareness early in the semester. This training introduces them to various educational options for students and helps them discover the best methods for effective college planning with students.

In late September, Walton Campus YABC holds a student assembly to discuss the post-graduation options, to review general requirements for college admittance, and to discuss the advantages of taking the Preliminary Scholastic Assessment Test (PSAT). Students continue to attend assemblies that explore a range of issues such as finding the best college to suit their lifestyle preferences, financial requirements, and career goals. For the actual college applications, students work on their college essays during English classes and receive feedback from teachers on revisions. Each student also maintains a college portfolio, which includes SAT applications, college essays, self-assessment information, college correspondence, transcripts, and a list of colleges of interest.

*YABC staff can help students think about college options, even for those who never considered them before.*

*College visits can be extremely motivational for students.*

**College Tours:** College trips are an important way to expose students to the realities of college life and help them prioritize what they're looking for in a college. These trips also function as community-building events that encourage students to support each other in completing their college applications. Preparing students for a college visit is key to making the activity a true learning experience for the students. Counselors work with students to develop appropriate questions and to understand who and what the student will see. Likewise, staff works with college contacts to customize the visit to student interests and needs.

At John F. Kennedy High School YABC (F.E.G.S), students who have completed the program's college exploration workshop may attend college tours, which can last anywhere from one to five days. During the workshop, students receive guidance about the types of questions to ask while visiting a college and use "role play" exercises to practice. These activities ensure that students are prepared to fully take advantage of the college tours and get all of their questions answered. Speakers from two-year, four-year, and technical colleges speak to students and visit classrooms for question and answer sessions. The program's CBO staff members work with students to identify which schools they would be most interested in visiting, and tours are arranged to include visits to a variety of campus offices including financial aid, housing, admissions, athletics, and community life. The program also reaches out to YABC alumni who may be current college students to arrange for them to meet with current YABC students during tours.

John Adams High School YABC (Queens Community House, Inc.) plans monthly college trips to various schools in New York City as well as at least one trip per year to a college outside of the city. Some of the campuses visited have included Boston College, University of Pennsylvania, and SUNY at Old Westbury.

## PROVIDING ONGOING SUPPORT AFTER GRADUATION

YABC programs offer students continuing support after they graduate from the program for at least a year, encouraging them to come back and ask for help with job applications, college applications, or any of the challenges they face in their first year after high school. Programs track the progress of graduates through monthly calls to check in about their success in college and in securing employment.

Staff members at George Washington Educational Campus YABC (F·E·G·S) stay connected with former students in a variety of ways. Graduates of the program can continue to take advantage of counseling services offered by the CBO partner, and the site does outreach to encourage alumni to attend support groups. Graduates from Washington Irving High School YABC (F·E·G·S) are invited back for Alumni Nights, to participate on panels devoted to life after high school or to meet with students in informal groups to discuss their experiences.

To encourage students to continue their education and enhance the support they receive as they move on to college, John Adams High School YABC (Queens Community House) developed the *College Access and Success Program (CASP)* in partnership with LaGuardia Community College, a local two-year college. The program is an excellent example of how sites can use funds from outside sources to create services that complement the LTW services and help their students succeed. The program is available to any John Adams High School YABC student who applies to LaGuardia. CASP applies the Primary Person Model to the college experience. An advocate counselor from Queens Community House, the program's CBO partner, has offices both at the YABC and at LaGuardia. The advocate counselor's role is to support students applying to the college and offer assistance with financial aid or other issues. The advocate counselor remains available to guide and support the students as long as they attend the college and may even meet with the cohorts of former YABC students attending LaGuardia as a group or encourage YABC graduates to return to the YABC to speak with current students about their college experiences.

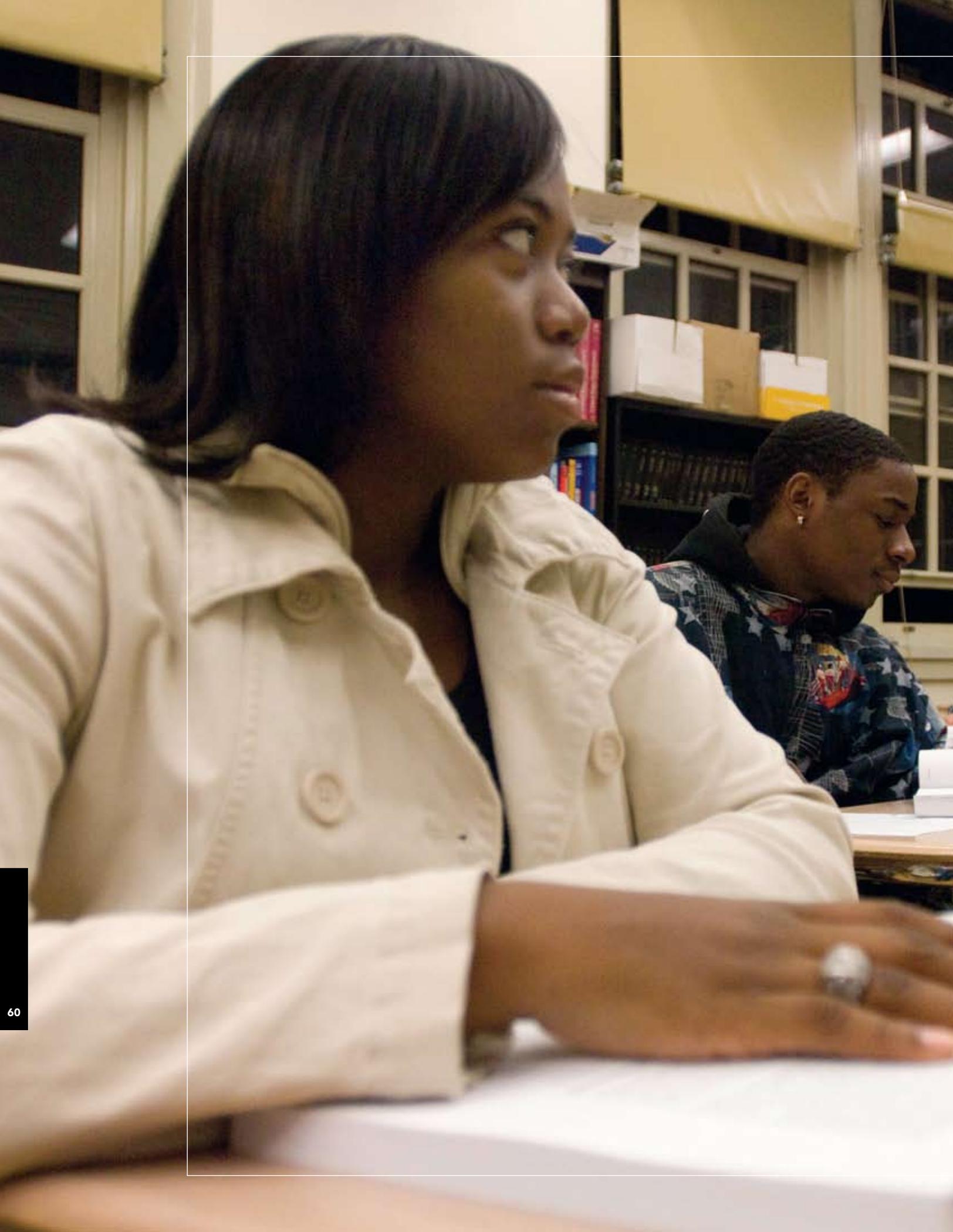


# Conclusion

The practices in this handbook can help lay the foundation for an effective YABC, a program driven by maximizing student performance and preparing students for post-secondary success. These practices include—but are not limited to—collaboration and teamwork; a commitment to youth development principles; a consistent focus on engaging young people and sustaining their academic performance; and a strategic approach to offering over-age, under-credited students—individuals who may have otherwise disengaged from the school system—a full complement of services to bolster their achievement and thwart any obstacles to graduation.

Taken together, the practices in this handbook embody the experience and wisdom of education and social service professionals at YABCs across New York City. The strength of these practices is their source—the actual practitioners implementing them, and their ability to establish effective practices for the ever-changing student body at their sites. One of the most important insights gained from the early experiences of the YABC programs, as a whole, is that genuinely effective programs are never static. A concrete set of well-defined practices is the foundation of a strong program, but ongoing program excellence requires determination, a careful evaluation of programmatic effectiveness through assessment of outcomes, reflection, creativity, and a willingness to experiment. New challenges will always emerge, and YABC practitioners will consistently need to re-examine practices, refine approaches, and find innovative solutions to meet the evolving needs of the over-age, under-credited student population.

The strategies outlined in this handbook also reflect an emerging consciousness among practitioners to put student outcomes at the center of programmatic planning. As a testament to this, YABCs have played a critical role in guiding hundreds of disengaged young people towards graduation and ensuring that they leave the program with the proper tools to succeed in future education and career endeavors.



# Appendices

The sample materials provided on the following pages illustrate how the principles and strategies discussed in this handbook have been implemented at several New York City YABC programs. Examples include forms, workplans, assessments, meeting agendas, contracts, curricula, and student handbook excerpts. These materials are intended to help readers form a clearer understanding of the detailed, day-to-day operations of existing YABC programs, including DOE-CBO partnership arrangements, student case management, intake and orientation processes, establishment of student goals and responsibilities, internship integration, and evaluation of personal and academic achievement. These examples by no means represent the only way to enact the YABC approach, but can serve as useful prototypes for developing materials for similar programs.

The appendix materials are organized according to the chapter in which they were discussed:

- 62 Appendix A: *Materials Discussed in the Introduction*
- 63 Appendix B: *Materials Discussed in Chapter 1: Partnerships and Collaboration*
- 66 Appendix C: *Materials Discussed in Chapter 2: Engaging Students and Establishing a Positive Environment*
- 78 Appendix D: *Materials Discussed in Chapter 3: Promoting Consistent Attendance*
- 80 Appendix E: *Materials Discussed in Chapter 4: Student Support*
- 93 Appendix F: *Materials Discussed in Chapter 5: Post-Graduation Planning and Preparation*

## Comprehensive Youth Development Approach

The principles of youth development are infused throughout the YABC—its organization, structure, and activities—so that it can effectively support students in earning a high school diploma and developing meaningful post-secondary plans. We've designed the YABC to provide:

- **A welcoming environment and a supportive community.** We invite students into an atmosphere where staff and students get to know each other and interact informally. Young people know they can go to the CBO office if they need to talk or cool down. Flexible hours accommodate students' schedules so they can attend regularly, and adults make it clear to students that they want them there. Because it is designed for older students, the YABC model ensures that students attend classes with their peers instead of younger students, as they might do in a traditional high school.
- **Caring and sustained relationships with adults.** The small size of the YABC allows for individualized attention to academic, social, and emotional needs. The assignment of a Primary Person keeps each student from getting lost in the system again. Young people who may have felt isolated and unknown in their previous schools will find support as they resume their studies.
- **Experiences that build skills and knowledge.** YABCs offer young people an efficient path to acquiring graduation credentials and the academic, social, and job skills they need to move forward. A compressed time frame allows students to do so efficiently.
- **Clear and high expectations.** The YABC reflects the belief that with the right kind of support, all young people can become engaged learners and workers. The program offers multiple ways for young people to demonstrate their abilities. The YABC emphasizes that they must demonstrate academic progress and presents the possibility of college even for students who may not have thought of themselves as college material. Students are expected to demonstrate increasing responsibility for their own outcomes.
- **Engaging activities.** The YABC offers active learning experiences in and out of the classroom, clarity about goals and progress, internships and project-based learning, and an environment that communicates caring and builds bonds among all participants. These activities foster attachment to school, learning, and future planning.
- **Meaningful roles and opportunities to make a difference.** Young people serve in leadership roles with their peers and in the program. They make decisions about their futures that help them take their places as responsible adults.

# Collaborative Workplan

George Washington Educational Campus YABC (F•E•G•S)

## Student Case Management

- Students meet with their case manager once per month. Until the end of November, students may leave class if their case manager retrieves them and returns them to class. Unless a student is in a crisis, meetings will not last more than 30 minutes. Beginning December 1, case managers meet with students before school or during their lunch period.
- Case management is assigned as follows:
 

Students with last names A–F:	CBO Staff A, Guidance Counselor D
Students with last names G–N:	CBO Staff B, Guidance Counselor E
Students with last names O–Z:	CBO Staff C, Guidance Counselor F
- One-on-one counseling and crisis-intervention are provided on an as-needed basis.
- CBO staff and guidance counselors meet once per month for case conferencing, on the third Tuesday of every month from 4:30 p.m.–5:30 p.m.
- CBO holds two meetings per semester with all YABC teachers to introduce the teacher referral system. All teachers receive blank referral forms to help them identify students in need of services. Meetings take place from 5:30 p.m.–6:00 p.m.

## Attendance

- Case managers conduct daily outreach phone calls to students who were absent the night before to remind them to come to school. Case managers call those students who are part of their caseload (see above).
- DOE attendance staff members provide CBO staff with the list of absentees at the end of every night.
- Case managers reach out to all students/parents for those students with four or more absences in a week. Those students and their parents are asked into the office to complete an in-depth interview and assessment.
- Twice-monthly attendance meetings are held on the second and fourth Tuesdays of each month from 7:30 p.m.–8:00 p.m. CBO staff and DOE attendance staff participate.

## Student Leadership

- Students volunteer to be a part of Student Council.
- Student Council makes recommendations and plans various events throughout the year.
- Student Council is overseen by CBO staff.

## College Guidance

- CBO program director facilitates workshops in the classroom for seniors who are close to graduation. Workshops take place four times per month and are 45 minutes long. Assistant principal provides CBO program director with the schedule and rooms.
- Students have one-on-one meetings with staff for individualized college planning and to complete applications.
- Field trips to colleges and application centers are offered to students throughout the year.

## Work Readiness

- YABC staff members offer two work readiness workshops per month, and provide food as an incentive for attendance.
- Students meet with case managers to complete individualized work and career plans as needed.
- Students can attend a career panel at the end of the fall semester.

**Cultural Arts**

- Students who attend Cultural Arts group may receive elective credit.
- The Cultural Arts instructor(s) provide field trips to cultural institutions.

**Accomplishments**

- Every month, the YABC holds a party for students who had perfect attendance during the preceding month.
- At the end of every marking period, students with an average of 80% or above receive a “Certificate of Completion” and attend a celebratory party.

**Tutoring**

- CBO staff members act as the liaison with NY Cares to provide tutoring to students once per week.

**Teachers**

- CBO staff is always available to support teachers.
- A CBO staff member follows-up with a teacher one week after he/she submits a referral.
- In-class workshops are provided in collaboration with teachers.
- Field trips are given in conjunction with CBO staff.

**Protocol**

- CBO and DOE staff meetings take place every Monday from 4:00 p.m.–5:00 p.m.
- CBO program director and DOE assistant principal meet every Monday from 3:30 p.m.–4:00 p.m.
- CBO staff reports to program director.
- CBO program director is responsible for oversight of CBO staff work output and management of their schedules.
- CBO provides information about students on an as-needed basis.
- A CBO staff person is on-site from 11:00 a.m.–9:00 p.m. Monday through Thursday, and 8:30 a.m.–4:30 p.m. on Fridays.

# DOE-CBO Partnership Plan

John F. Kennedy High School YABC (F•E•G•S)

**There are many reasons to create an effective DOE-CBO partnership, including the following:**

- Improve student outcomes;
- Increase the success of the work of both DOE and CBO;
- Create a better working environment;
- Work together for a common purpose;
- Provide mutual support.

**Five Steps to Planning for Partnership:**

1. *Define Roles and Develop Boundaries:*
  - Assistant principal and program director discuss their visions for the program.
  - Each partner explains expectations of supervisory agencies.
  - Visions and expectations are then adapted to particular work environment and personalities.
2. *Establish Responsibilities:*
  - Responsibilities are split after roles are defined.
  - Responsibilities are first split by job title and then by mutual agreement.
3. *Plan for Positive Overlap:*
  - Positive overlap is achieved through discussion, understanding, and good communication.
4. *Establish Clear Lines of Communication:*
  - Regular formal meetings are held, and informal meetings are held when possible.
  - Partners make use of e-mail to keep in contact.
  - Partners develop a conflict resolution plan.
5. *Design a Conflict Resolution Plan:*
  - Plans for potential conflict resolution meetings are established at the start of the program.
  - Conflict resolution meetings can be called by the assistant principal or the program director.
  - Conflict resolution meetings are held at neutral, previously agreed-upon locations.
  - Decisions made should be beneficial for both DOE and CBO staff.
  - Neither party should take anything personally.

Remember: In the end, it's all about the students.

# Student Intake Form

Downtown Brooklyn YABC (Good Shepherd Services)

---

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

OSIS Number: \_\_\_\_\_ SSN: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender:  Male  
 Female  
 Transgender

---

Race/Ethnicity: *(check all that apply)*  
 African/African American/Black  
 Asian  
 Latino/Latina  
 White  
 Inter-racial  
 Other: \_\_\_\_\_

Primary Language:  
 Arabic  Guyanese  
 Bengali  Haitian/Creole  
 Cantonese  Hindi  
 Chinese  Mandarin  
 Creole  Polish  
 Dutch  Portugese  
 English  Spanish  
 French  
 Other: \_\_\_\_\_

---

Marital Status:  
 Single  Domestic Partner  Divorced  
 Married  Common Law  Widowed  
 Separated

Number of Children: \_\_\_\_\_

Childcare Status:  
 Family  Other  
 Private  No Childcare

---

Current Address: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

---

Sending School: \_\_\_\_\_

Credits Earned upon Entering the YABC Program: \_\_\_\_\_

Number of Regents or RCTs Passed at Intake: \_\_\_\_\_

Obstacles for Graduation at Home School:  
(check all that apply)

- Truancy
- Work Obligations
- Family Obligations
- Family Crisis
- Other: \_\_\_\_\_
- Health Issues
- Parenting/Childcare
- Homelessness
- Incarceration

Tutoring Needs:  
(check all that apply)

- English
- Math
- Science
- US History
- Global History

Interested in Free Tutoring:  Yes  No

Employment Status at Intake:

- Employed Full-time
- Employed Part-time
- Not Employed

Interest in Free Employment Assistance at Intake:  
(check all that apply)

- Resumes
- Mock Interviews
- Job Searches
- Not Interested in Employment Assistance
- Non-Paid Internships
- Paid Internships
- Filling Out Applications

Has Driver's License/State ID:  Yes  No

Can Pass a Drug Test:  Yes  No

Head of Household Name: \_\_\_\_\_

Relationship to Student:

- Mother
- Father
- Other: \_\_\_\_\_
- Grandparent
- Foster Parent
- Other Relative
- Self

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Parent/Guardian Speaks English:  Yes  No

Emergency Contact Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Relationship to Student:

- Parent/Guardian
- Sibling
- Other: \_\_\_\_\_
- Grandparent
- Other Relative
- Aunt/Uncle
- Friend

# YABC Rights and Responsibilities Contract

Downtown Brooklyn YABC (Good Shepherd Services)

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Class: \_\_\_\_\_

## FOR STUDENT:

### I know that I have a right to:

- Be in a safe and supportive learning environment, free from discrimination, harassment, and bigotry;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to my behavior if it affects my education and welfare within the school;
- Due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or removed from class.

### I agree to:

- Come to school on time;
- Appear for each of my classes at the start time, ready to begin work;
- Be prepared with appropriate materials and assignments for all classes;
- Show respect to all members of the learning community;
- Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- Behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- Take responsibility for my personal belongings and respect other people's property;
- Dress appropriately and not wear any suggestive clothing including skinny tank-tops, midribs, short-shorts, or mini-skirts;
- Refrain from wearing clothes that have any signs of gang affiliation (e.g., scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes, etc.;
- Refrain from bringing weapons, illegal drugs, controlled substances, and alcohol to schools;
- Refrain from bringing personal possessions that are disruptive (e.g., cell phone, beeper, pager) to school;
- Share information with school officials that might affect the health, safety, or welfare of the school community;
- Keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- Follow all rules in the Discipline Code;
- Behave responsibly as described in the Bill of Student Rights and Responsibilities.

I have received a copy of the Discipline Code and Bill of Student Rights and Responsibilities, and understand this contract. I agree to follow the rules of behavior.

Student Name: *(please print)* \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**FOR PARENT/GUARDIAN:**

I have received a copy of the Discipline Code and Bill of Student Rights and Responsibilities, and understand the behavior that is required of my child.

**I agree to help my child follow this agreement by:**

- Encouraging my child to be a respectful and peaceful member of the school community;
- Discussing the contents of the Discipline Code and the Bill of Student Rights and Responsibilities with my child;
- Participating in any discussions and decisions concerning my child’s education;
- Attending scheduled appointments with school staff;
- Providing the school with current telephone numbers and emergency contact information;
- Alerting the school if there are any significant changes in my child’s health or well-being that affect his/her ability to perform in school.

Parent/Guardian Name: *(please print)* \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# Attendance Contract

Downtown Brooklyn YABC (Good Shepherd Services)

This is a contract between \_\_\_\_\_ *(student name)*,

\_\_\_\_\_ *(parent/guardian name, if applicable)*,

and the \_\_\_\_\_ Young Adult Borough Center (YABC) regarding attendance. I am signing this agreement to indicate that I fully understand and agree to the attendance requirements/policy of the YABC.

If I am absent three (3) consecutive days of scheduled classes, I understand my Metrocard privileges will be revoked. I will be issued a daily 2-fare Metrocard for the remainder of the term.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

YABC Staff Member Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



# Learning Styles Assessment

Downtown Brooklyn YABC (Good Shepherd Services)

Name: \_\_\_\_\_ Location: \_\_\_\_\_

*Please circle the answer that best describes you.*

	Always Like Me	Generally Like Me	Sometimes Like Me	Never Like Me
1. I remember what I read better than what I hear.	4	3	2	1
2. I learn better if someone lectures to me rather than reading silently to myself.	4	3	2	1
3. When I make or create learning tools for my studies it helps me to remember.	4	3	2	1
4. I complete more work when I work alone.	4	3	2	1
5. When I really have a lot of work to do I like to work with three or four colleagues.	4	3	2	1
6. I can say the answer to a question better than I can write it.	4	3	2	1
7. Written assignments are easy for me to do.	4	3	2	1
8. I like to follow step-by-step directions.	4	3	2	1
9. I like to draw pictures.	4	3	2	1
10. I understand a problem that is written down better than one I hear.	4	3	2	1
11. When I do math problems, I say the numbers to myself.	4	3	2	1
12. I learn best by building, baking, or doing things.	4	3	2	1
13. I like to work by myself.	4	3	2	1
14. I like to learn in a group because I learn from others in my group.	4	3	2	1
15. I would rather tell how something works than write how it works.	4	3	2	1
16. I like doing written assignments.	4	3	2	1
17. I like to organize my work.	4	3	2	1
18. I like to daydream.	4	3	2	1
19. I would rather read a story than listen to a story.	4	3	2	1
20. I remember information I hear better than information I read.	4	3	2	1
21. I like to accomplish tasks with my hands, like repairing objects, etc.	4	3	2	1
22. I learn best when I study alone.	4	3	2	1

	Always Like Me	Generally Like Me	Sometimes Like Me	Never Like Me
23. I complete more work when I work with someone.	4	3	2	1
24. I think I speak better than I write.	4	3	2	1
25. The information I write on paper sounds better than when I talk about the information.	4	3	2	1
26. I usually have a place for everything.	4	3	2	1
27. I like to work on many things at one time.	4	3	2	1
28. I remember instructions best when I read them.	4	3	2	1
29. Saying something I am trying to remember over and over helps me remember better than writing an item over and over.	4	3	2	1
30. I like to make things with my hands.	4	3	2	1
31. I study best when no one is around to talk or listen to.	4	3	2	1
32. I can learn more working with a group of my classmates than I can working by myself.	4	3	2	1
33. I would rather tell about something I have learned than writing it out.	4	3	2	1
34. I would rather write the answers to a test than tell the answers.	4	3	2	1
35. I make lists for things I have to do.	4	3	2	1
36. I often have trouble finishing tasks I am supposed to do.	4	3	2	1
37. I do well in classes where most of the information has to be read.	4	3	2	1
38. I understand more from talking about a subject in class than from reading it.	4	3	2	1
39. I understand what I have learned when I make something for the subject.	4	3	2	1
40. I can't think as well when I work with someone else as when I work alone.	4	3	2	1
41. I like to study with other people.	4	3	2	1
42. I would rather tell a story than write it.	4	3	2	1
43. My thoughts that I write on paper or a word processor sound better than when I talk about a topic.	4	3	2	1
44. I work on one thing until it is finished.	4	3	2	1
45. I like to create my own way of doing things.	4	3	2	1

# Intake Essay Question

Canarsie High School YABC (Good Shepherd Services)

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

In an essay format, please include your answers to the following questions about yourself:

- Why are you choosing to leave your current school and enroll in this YABC?
- What were your primary challenges in your previous school?
- What are you willing to commit to doing differently *now* to achieve your high school diploma?
- Tell us something about your interests and something that you want us to know about yourself.

# Student Handbook Highlights

South Shore Educational Complex YABC (F•E•G•S)

## **Mission statement:**

Young Adult Borough Centers (YABCs) are evening programs designed specifically for over-age, under-credited students who want to earn a high school diploma. Applicants must be 17.5 years of age or older with at least 17 high school credits. Once enrolled, students may attend classes up to five nights a week. In addition to required courses, YABC programs offer students individual and group counseling, academic tutoring and test preparation, job and career development, and college preparation.

## **YABC school-wide values:**

- We respect all members of our community and celebrate diversity.
- We are aware of how our actions and decisions affect others.
- Conflict, sensitively managed, is our opportunity to create greater understanding and harmony.
- Our building is our home to enjoy, to take care of, and to feel safe in.
- We create inclusive communities of learners and players.
- We respect our physical, mental, and emotional health.
- We are responsible for our own success and for developing practices that support academic performance, intellectual rigor, honesty, and organization.

## **Attendance guidelines:**

- Notify the school immediately of a change of address and/or telephone number.
- Keep track of your absences from school.
- Absences of six or more days per semester are considered excessive and can hurt your grades.
- Bring an absence note on your return to school after an absence, or contact your advisor.
- Bring a doctor's note (required) if you are absent more than five consecutive days.
- Extended vacations are not considered acceptable absences.
- An unexcused absence from any class is considered cutting.
- Cuts and lateness to school can hurt your grades and will be noted on your record.
- Attendance will be taken upon entrance at scanning and at dinner.

## **Expectations for students:**

- Students must carry ID cards and program cards at all times when in the building. These items must be presented to school officials upon request.
- Students are not to engage in behavior that is dangerous to themselves and/or others. Students who interfere with the learning of others or violate the school rules will be subject to discharge from YABC.
- Students will not carry weapons.
- Students will surrender all electronic items and cell phones to staff members at scanning. Refusal to do so will result in a written warning. Items will be returned to you before dismissal.
- Students are to enter and exit the school through the front doors only. Elevators are for those with medical documentation only.
- Students are not allowed to leave the building when they are supposed to be in class, unless there are extenuating circumstances.
- Students must not cut class or arrive to class late.
- Students in the hallways should always have an official pass from a teacher or other school personnel.
- Students are to dress in an appropriate fashion.
- Students are not allowed to eat or drink in hallways or classrooms.

**Time management:**

It is in high school that students learn and develop skills that will serve them well for a lifetime. These skills will be useful at school, at work, and at home. One of the most important skills any person can develop is time management. The everyday demands of schoolwork, family, work, friends, and sometimes a part-time job can seem daunting and hard to handle. Students sometimes feel that they need to neglect one area in order to give enough attention to another area of their daily lives. The danger is that often things that should have been done don't get done. Deadlines are missed, things start to pile up, and the student doesn't know what to take care of first.

- Make a schedule for when specific activities must be done, and stick to that schedule.
- Take some time on a quiet Sunday afternoon to make up a schedule for the following week.
- List all of the activities you have due for the coming week.
- List all of the things you would like to do, such as spend time with friends, visit the mall, go to a dance or party, and see a movie.
- Organize the list in order from the most important to the least important. Your schoolwork ought to be on the top of the list.
- Fill in the time slots with your activities, making certain your studies come first. Then fill in the time slots with extracurricular activities.
- Finally, add your social activities in those time slots that won't conflict with your school work.

**Note taking tips:**

- Make certain to listen for the main points of the lesson and write those down.
- The neater and more accurate your notes are, the better you'll do academically. Make certain you review your notes every day. This allows you to reinforce information you may have missed in class, or may have forgotten.
- Highlight and underline key facts and concepts so they'll jump out at you when studying from your notes.
- If anything in your notes is not clear, make it a point to speak to the teacher or to your classmates for clarification.

**Good attendance and punctuality:**

Regular attendance and punctuality are vital for success in school. If you are absent from classes, you will miss out on valuable instruction—key to helping you learn and gain the knowledge that helps you pass your classes. YABC does not condone students taking vacation during school time.

- Complete all assignments: Do your schoolwork daily. Homework and projects help reinforce the lesson covered in class and allow you to better understand the information you need to move on to the next level of the course. Learning is like building blocks. You can't go to the next level until you have mastered the current level you're working on.
- Tutoring: If you're having trouble understanding any material, speak to your teacher about getting extra help. Make certain to see your guidance counselor for tutoring schedules.
- Reading: Read your textbooks and your class notes on a regular basis. You'll be amazed how much you will remember just from reading. Don't wait until the last minute before an assignment is due to try to catch up with excessive amounts of required reading, or you will end up missing the point as well as the deadline.
- Speak to your advisors, counselors, and instructors about ways to improve your work/study habits.
- Communicate with your parents. Share your concerns with them so that they know how to help you.

**Advisory:**

Each student is assigned to an advisory upon entering YABC. Advisory provides each student with an advisor/teacher who will see the student every day while he/she attends the YABC. This helps to guarantee that students have at least one adult in the school that knows them well, and helps ensure that no student falls through the cracks. The advisor makes parental contact and makes certain the student and parents receive vital school-related information. The advisor also makes referrals for college awareness, community service, academic intervention, counseling, and other outside services that may better serve the needs of a student.

ATTENTION: \_\_\_\_\_

**You are Scheduled for an  
Orientation Meeting for New Students  
@ Canarsie High School YABC**

*One Community, One Goal, One Step Closer to Success*



Wednesday, Aug. 29 at \_\_\_\_\_

Please call to reserve your space so that we can order pizza for you.  
We strongly encourage that a parent/guardian attend with you.

.....  
You will have a chance to meet your guidance counselor, advocate counselor,  
internship coordinator, and other staff. Find out about our other services, including:

- Tutoring
- Paid Job Internships
- Special Trips
- Post-High School Planning
- College and Career Activities

.....  
**YABC (Young Adult Borough Center)**

**at Canarsie High School**

1600 Rockaway Parkway

Brooklyn, NY 11236

Phone: (718) 290-8611

# New Student Orientation Agenda

Canarsie High School YABC (Good Shepherd Services)

**Welcome to YABC Canarsie High School** (assistant principal) *10 minutes*

- What is different about a YABC?
- Attendance outreach

**Expectations and Discipline** (program director) *5 minutes*

- Early warning system
- Administrator conferences

**Introduction of Staff** (assistant principal) *5 minutes*

**How will I earn my High School Diploma?** (guidance counselor) *15 minutes*

- Schedules, credits, and independent study

**Where are you doing your Internship?** (internship coordinator) *20 minutes*

**Students have an advocate counselor** in addition to their guidance counselor.  
(social worker & program director) *10 minutes*

- Advocate counselors and social worker
- College, post-high school planning, and workshops

**Groups, Incentives, and Trips** (all advocate counselors) *10 minutes*

**Announcement and Permission Slips for Ramapo Camp Overnight Trip**

(program director) *10 minutes*

.....

**Welcome!** We expect you to ask questions during your orientation session.  
The first day of school is Tuesday at 4:00 p.m. on September 4.

Note: During today's meeting, pizza will be delivered. Students and families will be served pizza and drinks while the session takes place. Thank you.



**Young Adult Borough Center  
at Canarsie High School**

1600 Rockaway Parkway  
Brooklyn, NY 11236

Date: \_\_\_\_\_

Dear Parent/Guardian:

Sorry we missed you. We attempted to conduct a home visit today regarding your child's attendance.

Your child has \_\_\_\_\_ absences from school this semester.

If you have any questions, call us at (718) 290-8611 with any concerns.

---

Intentamos realizar una visita a su hogar hoy para informarles de la ausencia de su hijo/hija a Canarsie High School YABC. Por favor de llamarnos al (718) 290-8611.

Gracias por su cooperación.

Sincerely/Sinceramente,

Good Shepherd Services Staff  
YABC at Canarsie High School

**Young Adult Borough Center  
at Canarsie High School**

1600 Rockaway Parkway  
Brooklyn, NY 11236

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Dear Parent/Guardian:

This letter serves to confirm that your child was absent the following days:

\_\_\_\_\_  
\_\_\_\_\_

Please call us with your current information. If you have any further questions please feel free to contact us at (718) 290-8611.

---

Esta carta sirve como confirmación de que su hijo/hija estuvo ausente en los siguientes días:

\_\_\_\_\_  
\_\_\_\_\_

Si usted tiene algunas dudas o preguntas por favor llámenos al (718) 290-8611.

Sincerely/Sinceramente,

Good Shepherd Services Staff  
YABC at Canarsie High School

# Case Conferencing Overview

James Monroe Educational Campus YABC (Good Shepherd Services)

YABC Case Conferencing meetings will occur once a month on Fridays from 10:00 a.m.–12:00 p.m. The YABC case conferencing meeting should be seen as a forum to discuss student obstacles and needs and to formulate effective strategies to overcome them. Further interventions may be indicated in the future and should be addressed at subsequent meetings. The Social Worker plays a key role in initiating treatment and providing support to the staff and students needing reinforcement.

## **Core Team Members:**

- Social worker (team facilitator)
- Program director
- All three advocate counselors
- Administrative assistant

## **Other Participants:**

- LTW program director and staff
- Assistant principal
- Guidance counselors
- DOE staff

## **Team Facilitator Responsibilities:**

- Convene meetings in a timely manner.
- Prepare meeting agendas.
- Work with advocate counselors to gather referrals.
- Prepare and distribute appropriate materials for review.
- Provide feedback to staff.
- Keep track of case conferencing.
- Document a psychosocial/therapeutic plan for each student referred and discussed.

## **Advocate Counselor Responsibilities:**

- Complete referral one week prior to the date of Case Conferencing.
- Come to meeting with an open mind.
- Come to meeting with full knowledge of the students that have been referred for conference.

## **Administrative Assistant Responsibilities:**

- Take notes and distribute information back to staff.

## **Meeting Guidelines:**

- The YABC Case Conferencing meeting is a collaborative and decision-making forum.
- All staff will have an opportunity to ask questions and contribute opinions.
- Outcomes should be supported by all staff.
- An organized system of referral, feedback, and delivery is established and maintained.
- Referral forms will be copied and shared with everyone.
- Ongoing feedback and follow-up recommendations will enhance the effectiveness of Case Conferencing.

# Case Conferencing Intervention Plan

James Monroe Educational Campus YABC (Good Shepherd Services)

*Form to be completed by social worker and submitted to the advocate counselor one week after the date of conferencing.*

---

Student Name: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Student Address: \_\_\_\_\_ Home/Cell Phone: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_  
Advocate Counselor: \_\_\_\_\_ Case Conferencing Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

---

## Student Information

Date Enrolled in the Program: \_\_\_\_\_  
Credits Taken/Credits Earned: \_\_\_\_\_ Cumulative Average/GPA: \_\_\_\_\_  
Regents Taken: \_\_\_\_\_  
Number of Days in School/Class: \_\_\_\_\_ Number of Days Absent: \_\_\_\_\_

Significant Problem(s):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason(s) for Referral:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Services or Interventions Already Provided:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In Attendance:  Program Director  Social Worker  Administrative Assistant  
 Advocate Counselor 1  Advocate Counselor 2  Advocate Counselor 3

---

---

Concerns:

---

---

---

Progress and Commendation:

---

---

---

Recommendations:

Services or Intervention	Person Responsible	By (Date)	Notes

---

## YABC Case Conference List for Wednesday, May 14

Canarsie High School YABC (Good Shepherd Services)

3:30 p.m. to 4:45 p.m. in Room 310.

**Purpose:** To increase the formal and informal communication among YABC staff with regard to our students.

Advocate counselors, guidance counselors, and teachers will give a verbal report (less than one minute) on each relevant student. Staff members should share observations, questions, concerns, what has worked, and suggestions regarding the students.

**Thank you, in advance, for your participation at this meeting.** The following seven students are potential June 2009 graduates based on their second Marking Period Report Cards. The students were selected by Ms. Adams and Mr. Johnson for this meeting.

Student	Guidance Counselor	Advocate Counselor	Credits Earned	Credits Needed	Regents Exams Needed
John (failed 3 classes, 2nd MP: E7 PO SE1)	Mr. Smith	Mr. Peters			
Mary (failed 1-2 classes, 2nd MP)	Mr. Johnson	Mr. Peters			
Chris (failed 5 classes, 2nd MP: E7 E8 H8 MO PO)	Ms. Adams	Mr. Peters			
Sarah (failed 1-2 classes, 2nd MP)	Mr. Johnson	Ms. Garcia			
Marcus (failed 3 classes, 2nd MP: BLW EO MO)	Mr. Smith	Ms. Stein			
Peter (failed 3 classes, 2nd MP: BLW E8 TO)	Ms. Adams	Ms. Garcia			
Susan (failed 1-2 classes, 2nd MP)	Ms. Adams	Ms. Hamilton			

We will also devote a few minutes for follow-up on last month's seven students (listed below). These students will be reviewed for people to share their concerns, if needed. Thank you.

Students discussed at April's Case Conference:

- James (passed all 2nd MP classes: 7)
- John (failed 1-2 classes, 2nd MP)
- Emily (failed 1-2 classes, 2nd MP)
- Tom (failed 1-2 classes, 2nd MP)
- Hannah (passed all 2nd MP classes: 7)
- Daniel (passed all 2nd MP classes: 2)
- Maria (passed all 2nd MP classes: 10)

Notes:

1. 35 students passed all classes in the second marking period (and 25 are June '08 grads).
2. The next *DOE-GSS meeting/Modified Schedule Day* is Wednesday, June 11.
3. The YABC Graduates' Ceremony is Thursday, June 26 at 4:00 p.m.

# Graduation Requirements Worksheet

NYC DOE

This worksheet should be used in conjunction with the appropriate card detailing graduation requirements.

Name: \_\_\_\_\_ NYC ID: \_\_\_\_\_

Date Entered in 9th Grade: \_\_\_\_/\_\_\_\_/\_\_\_\_ Expected Graduation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Counselor: \_\_\_\_\_

Official Classes:

\_\_\_\_\_

\_\_\_\_\_

**Promotion Requirements:** Number of credits for student to be promoted to:

10th grade: 8

11th grade: 20 (including 4 in English and/or ESL and 4 in Social Studies)

12th grade: 28 (30 for students who first entered grade 9 in or after the 2004-2005 school year)

Subject Area	Requirements	1	2	3	4	5	6	7	8	Total
English	8									
History	8									
Mathematics	6									
Science	6									
Second Language	2 <sup>1</sup>									
Visual Art, Music, Dance, and/or Theater	2									
Health	1									
Physical Education	4									
Electives	7									

<sup>1</sup> Students earning an Advanced Regents Diploma are required to earn 6 credits in a language other than English.

## Regents Examination Requirements:

Local Diploma: Student must score a 55 or above on the five required Regents below.<sup>2</sup>

Regents Diploma: Student must score a 65 or above on the five required Regents below.<sup>3</sup>

Science	Math	Global History	US History	English

<sup>2</sup> Students entering the 9th grade in 2005 must pass 2 out of 5 required Regents with a 65 or above.

Students entering the 9th grade in 2006 must pass 3 out of 5 required Regents with a 65 or above.

Students entering the 9th grade in 2007 must pass 4 out of 5 required Regents with a 65 or above.

<sup>3</sup> Students entering the 9th grade in 2008 or later must earn a Regents Diploma.

## Advanced Regents Diploma:

In addition to the requirements for a Regents Diploma, student must score 65 or above on the Regents below

Science	Math	Foreign Language

# "Failure is not an Option" Contract

Christopher Columbus High School YABC (Good Shepherd Services)

I, \_\_\_\_\_ ,  
agree to complete the following work in \_\_\_\_\_  
by \_\_\_\_ / \_\_\_\_ / \_\_\_\_ . If I successfully complete the require assignments listed below, I will receive a  
passing grade in this course. I also agree to attend all Saturday tutoring sessions.

Project: \_\_\_\_\_

Classwork / Homework: \_\_\_\_\_

Exams: \_\_\_\_\_

Other Work: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# Goals Tracking Sheet

NYCID

Academic Goals	Goals	
Attendance/ Lateness	Stated Goals	
	Progress	
	Outcome	
Academic Achievement	Stated Goals	
	Progress	
	Outcome	
Tutoring/ Regents Prep	Stated Goals	
	Progress	
	Outcome	
Meetings with Guidance	Stated Goals	
	Progress	
	Outcome	
Meetings with Teachers	Stated Goals	
	Progress	
	Outcome	
College/ Vocational Exploration	Stated Goals	
	Progress	
	Outcome	
Meetings with Career and Ed. Advisor	Stated Goals	
	Progress	
	Outcome	
Job Readiness	Stated Goals	
	Progress	
	Outcome	
Internship	Stated Goals	
	Progress	
	Outcome	
Employment	Stated Goals	
	Progress	
	Outcome	

Leadership Development	Goals	
Mediation	Stated Goals	
	Progress	
	Outcome	
Suspension	Stated Goals	
	Progress	
	Outcome	

Personal Growth	Goals	
Interpersonal Skills	Stated Goals	
	Progress	
	Outcome	
Family Interaction	Stated Goals	
	Progress	
	Outcome	
Peer/Teacher Interaction	Stated Goals	
	Progress	
	Outcome	

# Student Counseling Rubric

NYCID

Student Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Criteria	1	2	3	4	Value
<b>Attitude/ Commitment</b>	<i>Lacks drive and motivation</i>  <i>Non-committal</i>	<i>Displays some drive and motivation</i>  <i>Recognizes what needs to be done but needs constant reinforcement</i>	<i>Displays positive attitude and is mostly self-motivated</i>	<i>Always displays positive attitude and is completely self-motivated</i>	
<b>Emotional Feedback</b>	<i>Refuses to discuss emotions</i>	<i>Manages emotions but needs constant reassurance</i>	<i>Understands and has realistic expectations about emotional situations and outcomes</i>	<i>Identifies emotions and believes in his/her ability to control feelings during difficult situations</i>  <i>Manages outcomes</i>	
<b>Approach to Goals</b>	<i>Lacks motivation</i> <i>Requires foundation</i> <i>Refuses to goal-set</i>	<i>Questions necessity and purpose of goals</i>  <i>Unable to visualize achievability of goals</i>  <i>Has little or no involvement in determining the goals</i>	<i>Visualizes goals</i>  <i>Believes goals can be achieved</i>  <i>Actively involved in determining goals</i>	<i>Demonstrates belief in the achievability of goals in multifaceted ways</i>  <i>Initiates the goal-setting process</i>	
<b>Coping/Challenges</b>	<i>Has no coping skills</i>  <i>Sees no value in facing current challenges</i>  <i>Repudiates discussion</i>	<i>Has some coping skills</i>  <i>Sees potential challenges and the value of working toward overcoming them with assistance</i>	<i>Has basic coping skills</i>  <i>Recognizes the rewards of overcoming</i>  <i>Recognizes potential problems</i>  <i>Maintains willingness to think positively</i>	<i>Has superior coping skills</i>  <i>Identifies and understand rewards to self and/or others</i>  <i>Addresses potential problems before they occur</i>  <i>Demonstrates an intrinsic desire for successfully facing challenges</i>	
<b>Focus/ Understanding</b>	<i>Has no focus and no understanding of the value of counseling</i>	<i>Has minimal focus and basic understanding of the value of counseling</i>	<i>Is somewhat focused</i>  <i>Has basic understanding of the value of counseling</i>	<i>Is completely focused</i>  <i>Has excellent understanding of the value of counseling</i>	
<b>Total:</b>					

Additional Personal Advocate Comments:

---



---



---

# Support Services Comprehensive Assessment

F•E•G•S Health and Human Services

## General Information

Participant Name: \_\_\_\_\_

Case Manager Name: \_\_\_\_\_

## Family/Resource Information

Family Composition:

---

---

Are there other people the participant considers family?

---

---

With whom does the participant live?

---

---

How does the participant feel about their current living situation?

---

---

If the participant needed to move immediately, with whom would they live?

---

---

Does the participant have any children? If yes, what are their childcare resources?

---

---

Does the participant have a significant other? How long have they been together?

---

---

Whom does the participant call for help in a crisis?

---

---

Has the participant ever been in foster care?

---

---

**Mental Health**

Is the participant currently, or have they in the past, engaged in mental health treatment? If so, where?

---

---

Is the participant prescribed medication as a part of their mental health treatment?

---

---

**Healthcare**

Does the participant have a primary care physician? Have they had a physical in the past year?

---

---

Does the participant have health insurance?

---

---

Does the participant have any current medical needs?

---

---

**Sexual Health**

Is the participant sexually active?

---

---

If yes, does the participant use protection against STDs?

---

---

For female participants: Does the participant have an OB/GYN? Have they had a physical in the past year?

---

---

**Legal Issues/ Court Involvement**

Does the participant have any pending legal action against them? Are they currently on probation or parole?

---

---

**Substance Abuse**

Does the participant currently use drugs or alcohol? If so, what substances do they use and how often do they use them?

---

---

Does the participant feel that their drug or alcohol use prevents them from reaching their current personal goals?

---

---

**Self-Assessment**

What does the participant consider to be their strengths?

---

---

What does the participant do in their spare time?

---

---

What activities does the participant engage in with their peers?

---

---

What does the participant consider to be their weaknesses?

---

---

Are there other personal challenges that the participant identifies that may hinder their participation in the YABC program?

---

---

**Education**

Briefly describe the participant's past experiences in school (i.e., positive/negative, not enough individual attention, interactions with other students).

---

---

What is the participant's biggest challenge to completing an educational program?

---

---

**Comments:** *(to be completed by assessor)*

---

---

---

---

---

---

---

Assessed by: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# YABC Post High School Planning Portfolio

First Name:		Last Name:		Preferred Name:	
Student ID Number:		SSN:		Birth Date:	
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		Race/Ethnicity (Check all that apply): <input type="checkbox"/> African/African-American/Black <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Latino/Latina <input type="checkbox"/> Native American <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Other: _____		Participant's Primary Language(s): <input type="checkbox"/> Arabic <input type="checkbox"/> Bengali <input type="checkbox"/> Cantonese <input type="checkbox"/> Creole <input type="checkbox"/> Dutch <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Gujarati <input type="checkbox"/> Haitian/Creole <input type="checkbox"/> Hindi <input type="checkbox"/> Mandarin <input type="checkbox"/> Polish <input type="checkbox"/> Portuguese <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____	
# of Children: _____ Childcare Status: <input type="checkbox"/> Family <input type="checkbox"/> Private <input type="checkbox"/> No childcare <input type="checkbox"/> Other: _____		Marital Status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Domestic Partner <input type="checkbox"/> Common Law			

<input checked="" type="checkbox"/> Current Street Address: _____ City: _____ Zip: _____ <input checked="" type="checkbox"/> Student e-mail: _____		Student Phone Numbers Home: _____ Cell: _____ Other: _____		Emergency Contact: Name: _____ Relation: _____ Phone 1: _____ Phone 2: _____ Does he/she speak: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____	
Name of Head of Household/Legal Guardian(s): _____ Relation to Student: _____ Does he/she speak: <input type="checkbox"/> English <input type="checkbox"/> Other: _____ Note: _____					

Name of Sending/Home School: Obstacles for Graduation from Home School (check all that apply): <input type="checkbox"/> Attendance/Truancy <input type="checkbox"/> Work Obligations <input type="checkbox"/> Family Obligations <input type="checkbox"/> Family Crisis <input type="checkbox"/> Health Issues <input type="checkbox"/> Parenting/Childcare <input type="checkbox"/> Homelessness <input type="checkbox"/> Other: _____		Interested in Tutoring: <input type="checkbox"/> Yes <input type="checkbox"/> No Tutoring Needs (check all that apply): <input type="checkbox"/> English <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> US History <input type="checkbox"/> Global History		Employment (at intake): <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Not Employed <input type="checkbox"/> Seeking Employment		Free Employment/Assistance Interests (at intake): <input type="checkbox"/> Resumes <input type="checkbox"/> Job Searches <input type="checkbox"/> Filling Out Applications <input type="checkbox"/> Mock Interviews <input type="checkbox"/> Non-paid Internships <input type="checkbox"/> Paid Internships <input type="checkbox"/> Not Interested in Assistance		Has Driver's License or State ID? <input type="checkbox"/> Yes <input type="checkbox"/> No Interests Post HS: <input type="checkbox"/> 2-yr College <input type="checkbox"/> 4-yr College <input type="checkbox"/> Vocational/Trade Ed. <input type="checkbox"/> Work <input type="checkbox"/> Internship <input type="checkbox"/> Military <input type="checkbox"/> Program <input type="checkbox"/> Moving Out	
--	--	--	--	--	--	--	--	--	--

### Requirements Needed to Complete Regents Diploma:

As of (Date)	Total Credits Needed	Total Regents Needed	Class Credits Needed						Regents Exams Needed										
			English	Math	History	Science	Art	Gym/Health	Elective	English	Math	Global History	US History	Science					
(Intake)																			

**CAREER DEVELOPMENT**

- Intro to Life After High School (date completed): \_\_\_\_\_
  - Career Exploration & Research
  - Career Interest & Skills Assessment
  - LTW I/ LTW II
  - LTW Internship
- EDUCATIONAL EXPLORATION**
- Education & Training Exploration
  - College Applications/College Essay
  - SAT/ACT Registration, Preparation, & Scores
  - Financial Aid: FAFSA/TAP/Scholarships
  - Transition to College Preparation
- CREDENTIALS COLLECTED**
- Job Application
  - Resume
  - Cover Letter
  - Comprehensive List of References
  - Letters of Reference/Recommendations
  - List of Awards/Honors/Activities/Services
  - Certifications/Skills
  - Test Scores
  - Transcript/GED/Diploma

**COLLEGE TRACK CHECKLIST:**

- College Exploration**
- Personal Inventory: Explore careers and why you want to go to college
  - Research Schools: Read materials & Website info, visit campuses, talk to counselors, understand the different types of educational opportunities available
- College Applications**
- Application requested & received/Choose Online Application
  - Compose a college essay, if necessary
  - Apply to schools
  - Send transcripts from your Home School
- SAT/ACT**
- SAT/ACT registration (check fee waiver eligibility)
  - Test-taking preparation
  - SAT/ACT test completed
  - SAT/ACT test scores received
  - SAT/ACT test scores sent to colleges
- Financial Aid**
- Understand Financial Aid/Scholarship Options
  - Complete FAFSA: Parents' Federal Tax Forms 1040, 1040A, or 1040 EZ usually required
  - Complete TAP: FAFSA must be completed first. Completed State Tax forms are needed
  - Review Admissions Decisions and Financial Aid Award Letters
- Transition to College Preparation**
- Understand the differences between High School & College

**Review of Post-High School Plans (Two times per semester):**

Date:	Notes:

## Career Development

Student Self-Assessment
<p><b>I enjoy doing (hobbies, passions):</b></p> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>
<p><b>I am good at doing (skills):</b></p> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>

## Educational Exploration

<b>I have attended/experienced:</b>		
<input type="checkbox"/> College Fair/Career Night <input type="checkbox"/> College Campus Visit <input type="checkbox"/> College Overnight Visit <input type="checkbox"/> College Speaker at School	<input type="checkbox"/> Magazines, Pamphlets, Books <input type="checkbox"/> Internet Research for College <input type="checkbox"/> Individual Counseling for College <input type="checkbox"/> Group Seminar on College	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
Why do you want (or not want) to go to college?	What will help you succeed in your life after high school? If you want to go to college, what will help you excel while you are there?	
College Type: <input type="checkbox"/> 2-yr College <input type="checkbox"/> 4-yr College <input type="checkbox"/> Vocational/Trade College <input type="checkbox"/> Special Training Programs <input type="checkbox"/> Not interested in any college or further training	Specifics:	
Location/Setting: <input type="checkbox"/> NYC only <input type="checkbox"/> Outside NYC <input type="checkbox"/> Campus feel <input type="checkbox"/> Rural/Suburban <input type="checkbox"/> Live at home <input type="checkbox"/> Live on-campus	Specifics:	
Size: <input type="checkbox"/> Large <input type="checkbox"/> Medium <input type="checkbox"/> Small <input type="checkbox"/> Accessible Professors/TA	Specifics:	
Activities: <input type="checkbox"/> Sports <input type="checkbox"/> Study Abroad <input type="checkbox"/> Religious <input type="checkbox"/> Cultural <input type="checkbox"/> Greek	Specifics:	
Majors/Programs: What careers or majors must the college have? Do you need a specific program to pursue the career you want?	Specifics:	

Support: What programs do you want your college to offer to support your success? Counseling, Tutoring, Writing Centers?	Specifics:
Cost: How much are you willing and able to spend on college?	Specifics:
Family Considerations: Is your family supportive of your choice to attend college? What information do they need about the process?	Specifics:
<p>I am thinking about these careers:</p> <hr/> <hr/> <hr/>	

Career Assessment or Other Activities		
<input type="checkbox"/> Career Exploration & Research	<input type="checkbox"/> LTW I	<input type="checkbox"/> LTW Internship
<input type="checkbox"/> Career Interest & Skills Assessment	<input type="checkbox"/> LTW II	

**Career Research and Exploration**

Date:	Career/Job Title:	Education/Training Recommended:

www.LiveCareer.com • Occupational Outlook Handbook (www.bls.gov/oco) • www.nycareerzone.org

Colleges to Consider, Research and Explore:

www.collegeboard.com • www.nymmentor.edu • www.nycolleges.org

College Applications			
Is college essay necessary? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, when was it completed? _____ Essay Topic: _____			
Colleges	Application Received on:	Application Completed on:	Admissions Decision:
<b>CUNY:</b> <b>www.cuny.edu</b> <input type="checkbox"/> Baruch <input type="checkbox"/> Brooklyn <input type="checkbox"/> City <input type="checkbox"/> CSI <input type="checkbox"/> Hunter <input type="checkbox"/> John Jay <input type="checkbox"/> Lehman <input type="checkbox"/> Medgar Evers <input type="checkbox"/> York <input type="checkbox"/> Queens <input type="checkbox"/> City Tech <input type="checkbox"/> BMCC <input type="checkbox"/> Bronx CC <input type="checkbox"/> Hostos <input type="checkbox"/> LaGuardia <input type="checkbox"/> Kingsborough <input type="checkbox"/> Queensborough		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Accepted to: _____ <input type="checkbox"/> Seek <input type="checkbox"/> CD Financial Aid Award Letter Received on: _____
<b>SUNY:</b> <b>www.suny.edu</b> _____ _____ _____ _____		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Accepted to: _____ <input type="checkbox"/> EOP Financial Aid Award Letter Received on: _____
		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Financial Aid Award Letter Received on: _____
		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Financial Aid Award Letter Received on: _____
		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Financial Aid Award Letter Received on: _____

Financial Aid: FAFSA/TAP/Scholarships					
<p>I have attended/experienced:</p> <input type="checkbox"/> College Costs Workshop: Intro to Financial Aid/Scholarships <input type="checkbox"/> FAFSA/TAP Workshop <input type="checkbox"/> Scholarships Workshop <input type="checkbox"/> Other: _____					
<p>Is student eligible for Federal Aid?  <input type="checkbox"/> Yes <input type="checkbox"/> No                      Is student filing as an independent?  <input type="checkbox"/> Yes <input type="checkbox"/> No                      Has the student registered with Selective Service?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p>			<p>Student has the following information ready:</p> <input type="checkbox"/> Parents' Income Tax Forms <input type="checkbox"/> Parents' W-2 Forms <input type="checkbox"/> Parents do not file taxes <input type="checkbox"/> Other family income information <input type="checkbox"/> Student Tax Forms <input type="checkbox"/> Student W-2 Forms <input type="checkbox"/> Student does not file taxes		
FAFSA www.fafsa.ed.gov • www.pin.ed.gov			TAP www.hesc.org		
<input type="checkbox"/> FAFSA form received: _____ <input type="checkbox"/> Student PIN requested <input type="checkbox"/> Parent PIN requested <input type="checkbox"/> FAFSA completed: _____ <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> SAR received: _____ <input type="checkbox"/> EFC Received at Colleges		Notes:		<input type="checkbox"/> TAP form received: _____ <input type="checkbox"/> TAP completed: _____ <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> TAP College Choice: _____	
Financial Aid Award Letters			Scholarship Search List		
Received From:	Verification Forms Requested?	Notes:	Name of Scholarship:	Due Date:	Complete?
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
NOTES:					

SAT/ACT Registration, Preparation and Scores			
www.collegeboard.com • www.act.org			
I have attended/experienced: <input type="checkbox"/> Intro to SAT/ACT <input type="checkbox"/> Test Prep <input type="checkbox"/> Other: _____			
Registration	Test Date	Scores:	
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	<b>SAT:</b> Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>ACT:</b> English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	<b>SAT:</b> Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>ACT:</b> English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	<b>SAT:</b> Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>ACT:</b> English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	<b>SAT:</b> Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>ACT:</b> English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No

Final Choice College:	First Semester Begins on:

Transition to College Preparation

<input type="checkbox"/> <b>Get Set for College Workshop I</b>	<input type="checkbox"/> <b>Get Set for College Workshop II</b>
<input type="checkbox"/> <b>Graduate Group Meeting I</b>	<input type="checkbox"/> <b>Graduate Group Meeting II</b>

Checklist for Transition:

<input type="checkbox"/> Student knows how to arrive at the college and when important dates are - such as registration deadlines or first day of class.
<input type="checkbox"/> Student understands how to register for classes and has reviewed a sample class syllabus.
<input type="checkbox"/> Student has reviewed costs of textbooks and other college costs like student fees, living, and transportation expenses.
<input type="checkbox"/> Student is aware of campus offices and resources including counseling, tutoring, bursar, financial aid, registrar, and career services.
<input type="checkbox"/> Student understands the financial and academic consequences of absences, withdrawals and/or doing poorly in classes.
<input type="checkbox"/> Student is aware of the how to incorporate and balance social activities with academic responsibilities.
<input type="checkbox"/> Student has reflected upon possible obstacles, both personal and external, that may be challenges in college.
<input type="checkbox"/> Student has reflected upon the strengths or supports, both personal and external, which may be of use in college.

# New York State Learning Standards for Career Development and Occupational Studies: Summary of Key Competencies

1. *Basic skills*
  - a. Speaking
  - b. Listening
  - c. Reading
  - d. Writing
  - e. Quantitative analysis and math
2. *Thinking skills*
  - a. Identifying problems
  - b. Solving problems
3. *Personal qualities/acting professionally*
  - a. Attendance and appearance
  - b. Accepting direction and criticism
  - c. Flexibility and maintaining self-control
  - d. Respecting confidentiality
  - e. Initiating and completing projects
  - f. Time management
4. *Interpersonal skills/interacting with others*
  - a. Interacting with customers/clients
  - b. Interacting with co-workers
  - c. Managing stress and conflict
  - d. Respecting diversity
  - e. Understanding personnel policy
5. *Using technology*
  - a. Using work tools and office equipment
  - b. Operating computers
6. *Managing information/resources*
  - a. Collecting and organizing information
  - b. Research and analysis
  - c. Effectively using financial and human resources to accomplish planned activities
7. *Understanding and working within systems*
  - a. Understanding the structure and various roles within the entire organization
  - b. Understanding how systems performance relates to goals, resources, and functions of the organization
8. *Understanding the world of work and career opportunities*
  - a. Relating skills, aptitudes, and abilities to future career decisions
  - b. Identifying and becoming knowledgeable about a variety of distinct job functions and career pathways within the workplace

# Student Internship Learning Agreement

Learning to Work: An Internship Program of the New York City Department of Education

## Student Intern Information:

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Student Emergency Contact: \_\_\_\_\_

Emergency Contact Telephone: \_\_\_\_\_

## Learning to Work Program Counselor Information:

Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

## Worksite Mentor Information:

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

## Internship Schedule:

Start Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

End Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Days/Hours: \_\_\_\_\_

\_\_\_\_\_

## Roles and Responsibilities of the Partners

*Learning to Work: An Internship Program of the New York City Department of Education*

### **The student agrees to**

1. Arrive at the internship site on or before the start time every day scheduled to work and attend all scheduled classes at the school or YABC program;
2. Contact the LTW counselor and the workplace mentor prior to scheduled start time if absence is unavoidable;
3. Demonstrate honesty, punctuality, a positive attitude, appropriate workplace attire, and a willingness to learn;
4. Work with the LTW counselor and the worksite mentor to achieve the internship learning goals;
5. Participate in a LTW seminar and complete all assignments;
6. Ask the worksite mentor if unclear about any assignments;
7. Talk to the LTW counselor and worksite mentor about any problems;
8. Follow all workplace rules and regulations and maintain confidentiality;
9. Complete an internship self-evaluation.

### **The worksite mentor agrees to**

1. Provide a meaningful, supervised internship experience commensurate with the student's capabilities that will enable the student to develop workplace skills and enhance understanding of careers represented at the worksite;
2. Provide the student with an orientation to the job and worksite that includes addressing safety and security issues;
3. Maintain a safe, healthy, and hazard-free work environment for the student that complies with all city, state, and federal workplace safety laws and regulations;
4. Consult the LTW counselor immediately regarding any issues related to the internship;
5. Monitor attendance and sign the student's time sheet;
6. Be available to discuss student progress via telephone and/or on-site visits by the program staff and to complete a student evaluation at the end of each cycle.

### **The LTW counselor/school agrees to**

1. Work with the worksite mentor and student to establish clarity about the learning objectives of the internship and the responsibilities and expectations for everyone;
2. Communicate with the worksite mentor on a regular basis and be available to address any issues or problems that arise;
3. Prepare students prior to the internship and provide seminars and ongoing support to maximize learning and worksite performance;
4. Gather feedback from the worksite mentor and the student to provide meaningful feedback and evaluation to the student.

## Job Description and Corresponding Competencies

Learning to Work: An Internship Program of the New York City Department of Education

Write a brief (2-4 sentences) job description here:

---

---

---

---

List 3-5 objectives, tasks, and/or projects that the student must accomplish at work and write the corresponding competencies from the New York State Learning Standards for Career Development and Occupational Studies that correlate to that task/project. This chart will serve as the focus of the learning for this internship.

The following skills and competencies must be a key focus for all internship experiences:

Understand the world of work and career opportunities

- Relate skills, aptitudes, and abilities to future career decisions.
- Identify and become knowledgeable about a variety of distinct job functions and career pathways within the workplace.

Job Description/Key Tasks	Competencies to be Developed
1.	
2.	
3.	
4.	
5.	

# Student Learning Agreement

Learning to Work: An Internship Program of the New York City Department of Education

We each commit to fulfilling our role and responsibilities to advance the Student Internship Learning Agreement as outlined in this agreement.

Student: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

LTW Counselor: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I give permission for my child to participate in this internship. I understand that there will be no DOE supervision of my child at the internship, and that no one will chaperone my child to and from the internship site. I understand that my child is responsible for traveling to and from the internship by him/herself at his or her own expense.

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# Student Internship Performance Assessment

Learning to Work: An Internship Program of the New York City Department of Education

**Student Intern Information:**

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Student's Job Title: \_\_\_\_\_

**Learning to Work Program Counselor Information:**

Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Worksite Mentor Information:**

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

**Date of Review:** \_\_\_\_/\_\_\_\_/\_\_\_\_

# Student Performance Assessment for Targeted Competencies

Select from the following pages those that relate to the competencies identified on the Student Internship Learning Agreement.

## Competency 1: Basic Skills

Needs Development	Competent	Proficient	Advanced
<b>1a. Speaking</b>			
<input type="checkbox"/> Learning to speak clearly, audibly, and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment, both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to a group using well-organized format, concise language, and clear enunciation.
Comments:			
<b>1b. Listening</b>			
<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to later work.
Comments:			
<b>1c. Reading</b>			
<input type="checkbox"/> Reads written directions and workplace documents with assistance.	<input type="checkbox"/> Reads written directions and workplace documents independently.	<input type="checkbox"/> Reads and understands written materials, including technical documents, independently; asks questions when appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
Comments:			
<b>1d. Writing</b>			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology.	<input type="checkbox"/> Writes and develops professional material such as newsletters and marketing brochures.
Comments:			
<b>1e. Quantitative Analysis and Mathematics</b>			
<input type="checkbox"/> Performs simple calculations—addition and subtraction—with and without a calculator.	<input type="checkbox"/> Applies basic math, including multiplication and division, to complete appropriate tasks.	<input type="checkbox"/> Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles, or other mathematical relationships.	<input type="checkbox"/> Applies advanced math, such as statistics, accounting, or probability to complete assignments and test hypotheses. Presents qualitative analyses through graphs and charts.
Comments:			
Goals:			

**Competency 2: Thinking Skills**

Needs Development	Competent	Proficient	Advanced
<b>2a. Identifying Problems</b>			
<input type="checkbox"/> Identifies problems with help from supervisor.	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventive action.
<i>Comments:</i>			
<b>2b. Solving Problems</b>			
<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventive action.
<i>Comments:</i>			
<i>Goals:</i>			

**Competency 3: Personal Qualities/Acting Professionally**

Needs Development	Competent	Proficient	Advanced
<b>3a. Attendance and Appearance</b>			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required.	<input type="checkbox"/> Represents organization at meetings and events.
<i>Comments:</i>			
<b>3b. Accepting Direction and Criticism</b>			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts direction with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
<i>Comments:</i>			
<b>3c. Flexibility and Maintaining Self-control</b>			
<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
<i>Comments:</i>			
<b>3d. Respecting Confidentiality</b>			
<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.
<i>Comments:</i>			
<b>3e. Initiating and Completing Projects</b>			
<input type="checkbox"/> Completes tasks and projects as assigned with supervision.	<input type="checkbox"/> Completes tasks and projects as assigned.	<input type="checkbox"/> Initiates and completes projects independently.	<input type="checkbox"/> Delivers high-quality results on schedule.
<i>Comments:</i>			
<b>3f. Time Management</b>			
<input type="checkbox"/> Meets assigned deadlines with supervision.	<input type="checkbox"/> Meets assigned deadlines independently.	<input type="checkbox"/> Sets priorities and deadlines independently.	<input type="checkbox"/> Manages multiple tasks and projects effectively.
<i>Comments:</i>			
<i>Goals:</i>			

**Competency 4: Interpersonal Skills/Interacting with Others**

Needs Development	Competent	Proficient	Advanced
<b>4a. Interacting with Customers/Clients</b>			
<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolves customer/client problems independently when appropriate.	<input type="checkbox"/> Proactively handles stress of difficult customers/clients and situations.
<i>Comments:</i>			
<b>4b. Interacting with Co-workers</b>			
<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations.	<input type="checkbox"/> Initiates positive interactions with co-workers.	<input type="checkbox"/> Participates constructively as part of a team.	<input type="checkbox"/> Leads teams of co-workers to complete projects in an effective and timely manner.
<i>Comments:</i>			
<b>4c. Managing Stress and Conflict</b>			
<input type="checkbox"/> Identifies conflict and considers its source with supervision.	<input type="checkbox"/> Identifies conflict and considers its source independently.	<input type="checkbox"/> Recognizes and avoids potential conflict. Maintains perspective and sense of humor.	<input type="checkbox"/> Resolves conflict by appropriately addressing issues with involved parties.
<i>Comments:</i>			
<b>4d. Respecting Diversity</b>			
<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understands diversities and similarities.	<input type="checkbox"/> Demonstrates ability to work with people different from self.	<input type="checkbox"/> Seeks out opportunities to work with people different from self.
<i>Comments:</i>			
<b>4e. Understanding Personnel Policy</b>			
<input type="checkbox"/> Developing an understanding of personnel policy and, if applicable, the role of labor organizations.	<input type="checkbox"/> Understands personnel policy and, if applicable, the role of labor organizations.	<input type="checkbox"/> Adheres to personnel policy and understands its impact on individuals.	<input type="checkbox"/> Understands personnel policy and its impact on the organization; and contributes to a positive work culture.
<i>Comments:</i>			
<i>Goals:</i>			

**Competency 5: Using Technology**

Needs Development	Competent	Proficient	Advanced
<b>5a. Using Work Tools and Office Equipment</b>			
<input type="checkbox"/> Uses work tools and/or basic office equipment with supervision.	<input type="checkbox"/> Uses work tools and/or basic office equipment independently.	<input type="checkbox"/> Trouble shoots and solves problems using work tools and/or office equipment.	<input type="checkbox"/> Takes initiative in maintaining tools/ equipment and/or seeing to it that they are repaired.
Comments:			
<b>5b. Operating Computer</b>			
<input type="checkbox"/> Learning basic computer skills.	<input type="checkbox"/> Demonstrates basic computer skills.	<input type="checkbox"/> Uses appropriate software to complete assignments.	<input type="checkbox"/> Applies appropriate software innovatively to improve organization's productivity.
Comments:			
Goals:			

**Competency 6: Managing Information/Resources**

Needs Development	Competent	Proficient	Advanced
<b>6a. Collecting and Organizing Information</b>			
<input type="checkbox"/> Developing ability to collect and organize information and material needed for a task.	<input type="checkbox"/> Effectively compiles information and resources, including via the Internet.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject.
<i>Comments:</i>			
<b>6b. Research and Analysis</b>			
<input type="checkbox"/> Developing a familiarity with pertinent information and its location.	<input type="checkbox"/> Researches and synthesizes information from a variety of sources.	<input type="checkbox"/> Analyzes, interprets, and draws conclusions from a variety of information types and sources.	<input type="checkbox"/> Develops theories of action and tests them in practice.
<i>Comments:</i>			
<b>6c. Effectively Using Financial and Human Resources to Accomplish Planned Activities</b>			
<input type="checkbox"/> Developing ability to identify knowledge, skills, abilities, and resources needed to complete a task.	<input type="checkbox"/> Able to prepare a schedule to compete a project with multiple tasks over a week or more.	<input type="checkbox"/> Effectively organizes projects that require tasks be divided among co-workers.	<input type="checkbox"/> Organizes a planned activity with multiple tasks that require managing co-workers, materials, and time.
<i>Comments:</i>			
<i>Goals:</i>			

**Competency 7: Understanding and Working within Systems**

Needs Development	Competent	Proficient	Advanced
<b>7a. Understanding the Structure and Various Roles within the Entire Organization</b>			
<input type="checkbox"/> Is aware of his/her own role within the department.	<input type="checkbox"/> Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understands and negotiates the communication and workflow between departments.	<input type="checkbox"/> Understands the role of the organization in the industry and the economy.
<i>Comments:</i>			
<b>7b. Understanding How Systems Performance Relates to Goals, Resources, and Functions of the Organization</b>			
<input type="checkbox"/> Is learning about a variety of distinct job functions.	<input type="checkbox"/> Able to create an organization chart and define various functions of departments within an organization.	<input type="checkbox"/> Able to evaluate the roles or positions within an organization and make suggestions for improvement.	<input type="checkbox"/> Organizes a visual presentation to explain how a constructed system, such as an automobile or other machine, operates and describes functions of various components.
<i>Comments:</i>			
<i>Goals:</i>			

**Competency 8: Understanding the World of Work and Career Opportunities**

Needs Development	Competent	Proficient	Advanced
<b>8a. Relating Skills, Aptitudes, and Abilities to Future Career Decisions</b>			
<input type="checkbox"/> Developing the ability to identify skills and aptitudes.	<input type="checkbox"/> Able to identify skills and aptitudes required for three possible career interests.	<input type="checkbox"/> Applies decision-making skills in the selection of a career option of strong personal interest.	<input type="checkbox"/> Completes a career plan outlining core skills and aptitudes and articulate the relationship to self.
<i>Comments:</i>			
<b>8b. Identifying and Becoming Knowledgeable about a Variety of Distinct Job Functions and Career Pathways within the Workplace</b>			
<input type="checkbox"/> Developing knowledge of distinct job functions within workplace.	<input type="checkbox"/> Able to articulate a distinct job function and the career pathway to that job.	<input type="checkbox"/> Able to identify at least three distinct job functions and describe pathways including education, training, and experience required to prepare for each.	<input type="checkbox"/> Completes the development of a career plan that would permit eventual entry into a chosen career option.
<i>Comments:</i>			
<i>Goals:</i>			

# Learning to Work Curriculum #1

F•E•G•S Health and Human Services

CareerFirsts™ offers a standards-based curriculum complete with lesson plans and suggested experiences to prepare and place young adults on the path to a career. CareerFirsts™ assists youth participants as they explore personal, educational, and career goals. The integrated curriculum aims to address five distinct areas in career education including the following:

- **Self-Exploration:** Participants determine areas of interest and unique skills and abilities that relate to future employment goals.
- **Financial Literacy:** Participants explore their personal relationship to money as they learn new skills and good habits for responsible money management.
- **Work Readiness:** Participants develop skills such as resume writing, interview techniques, and appropriate workplace behaviors that will help them to get and keep a job aligned to some future career path.
- **College Preparation:** Participants understand the benefits of a college education, the range of degree programs available to advance in certain careers, and the requirements and procedures to seek college admission.
- **Internships:** Through supervised and independent internships, participants gain firsthand experience of work culture and make valuable connections for future steps up the career ladder.

## Curriculum Outline

The CareerFirsts™ curriculum is organized into three sections—*Exploration*, *Exposure*, and *Experience*—which, together, focus on critical aspects of career education: self-exploration, financial literacy, work readiness, college preparation, and internship opportunities. Lesson plans are presented in sequential order to introduce new skills and provide opportunities for practice and mastery. Assessment tools correspond to this scope and sequence. However, the curriculum is flexible and instructors are encouraged to teach skills in whatever order is right for individual participants.

**Exploration:** The key to finding fulfilling work is to know yourself, know what you like to do, and know what you are good at. The *Exploration Curriculum* helps youth begin an ongoing examination of their personal interests, skills, and abilities. The *Exploration Curriculum* also helps youth explore behaviors and attitudes about personal finances to help youth manage future earnings. Lesson plans, workshop ideas, handouts, and surveys aid in self-exploration and financial literacy.

**Exposure:** With so many fields and industries to choose from, it can be a challenge to determine a career path. The *Exposure Curriculum* helps youth identify potential career options by exposing them to a variety of work and college experiences. Two curriculum guides offer lesson plans and workshops to analyze career options and set personal career goals:

- *Learning to Work:* Strategies to develop basic work readiness like resume writing and interview techniques. Also included are lessons to begin exposure to the workplace through job shadowing outings, guest speakers, and career days.
- *On the Campus:* Strategies for college preparation like guiding students through the application process, writing a personal essay, researching degrees and programs, preparing for the college interview, and planning college visits.

**Experience:** Young people need real, on-the-job skills in order to be successful in the workplace. The *Experience Curriculum* places students in internship opportunities to develop key skills to be successful in the professional world. It includes strategies to place youth in internships and provide ongoing intern support.

Through *Exploration*, *Exposure*, and *Experience*, CareerFirsts™ gradually builds the career potential of youth and young adults.

**Benchmarks**

Benchmarks are comprehensive skill and knowledge areas correlating to a series of activities or projects. Much like standards, benchmarks make it easy for teachers and learners to know what is required to determine proficiency in a course of study. On the following pages is a complete list of CareerFirst<sup>™</sup> benchmarks for the Exploration, Exposure, and Experience curricula and assessments. The Benchmarks that appear in gray type reflect topics covered during the assessment period prior to placement in a work-based learning experience with the remainder covered during weekly educational seminars.

**CareerFirsts™ Benchmarks & Curriculum Outline**

<b>EXPLORATION</b>	<b>EXPOSURE</b>	<b>EXPERIENCE</b>
<i>Career readiness begins with exploration of the interests, abilities, and skills that youth already have or would like to develop.</i>	<i>Youth open up new career options and develop career readiness through exposure to the workplace and to the college environment.</i>	<i>Engagement in work environments through structured and independent internship opportunities helps youth gain valuable skills and experience.</i>
<b>Benchmark 1</b>	<b>Benchmark 1</b>	<b>Benchmark 1</b>
<b>A. Self-Awareness</b> 1. Personal Identity – Personality, Likes/ Dislikes, Strengths/Weaknesses 2. Skills and Interests 3. Self Esteem – Affirming Self-Worth and Self-Confidence 4. Life Mapping 5. Skills for Ongoing Self-Reflection	<b>A. Workplace Culture</b> 1. Professional Conduct (behavior, professional attire) 2. Work Ethic (effort, attitude, punctuality, and productivity) 3. Communication 4. Diversity	<b>A. Preparing for Internships</b> 1. Matching Interests 2. Searching for Opportunities 3. Placement
<b>Benchmark 2</b>	<b>Benchmark 2</b>	<b>Benchmark 2</b>
<b>B. Lifestyle and Responsibilities</b> 1. Family and Home Responsibilities 2. School and Job Responsibilities 3. Setting Priorities 4. Challenges and Obstacles 5. Time Management	<b>B. Exposure to Careers</b> 1. Jobs vs. Careers 2. Career Ladders: Value of Education and Training 3. Guest Speakers 4. Workplace Visits 5. Job Shadowing	<b>B. Supervised Internship</b> 1. Supervised Work Responsibilities 2. Time Cards and Paychecks 3. Ongoing Development
<b>Benchmark 3</b>	<b>Benchmark 3</b>	<b>Benchmark 3</b>
<b>C. Career Options</b> 1. Vocational Personality Type 2. Career Mapping	<b>C. Getting a Job</b> 1. Job Search 2. Job Applications 3. Internet Job Search Engines 4. Resume Writing 5. Cover Letter 6. Job Interviews 7. Thank You Letter 8. Interview Follow-up 9. Salary and Benefits	<b>C. Independent Internship</b> 1. Independent Work Responsibilities 2. Time Cards and Paychecks 3. Supervisor Check-ins 4. Ongoing Support
<b>Benchmark 4</b>	<b>Benchmark 4</b>	<b>Benchmark 4</b>
<b>D. Discovering College Options</b> 1. Understanding College Degrees and Requirements 2. Researching Colleges and Training Programs 3. Career Ladders: Value of Training and Education	<b>D. On the Job</b> 1. Payroll Procedures 2. Paycheck Basics 3. Personal Time Management 4. Interpersonal Skills (Developing Relationships, Sharing and Delegating Responsibility) 5. Workplace Rights and Responsibilities 6. Networking 7. Handling Workplace Conflict 8. How to Resign 9. Maintaining Job Growth	<b>D. From Internship to Job</b> 1. Requesting References

EXPLORATION	EXPOSURE	EXPERIENCE
<b>Benchmark 5</b>	<b>Benchmark 5</b>	
<b>E. Setting Goals</b> 1. Personal Goal Setting 2. Professional Goal Setting 3. Educational Goal Setting 4. Financial Goal Setting	<b>E. College Planning</b> 1. Becoming College Bound 2. College Entrance Exams 3. College Trips and Tours 4. College Fairs	
<b>Benchmark 6</b>	<b>Benchmark 6</b>	
<b>F. Basic Economics</b> 1. Profit and Loss 2. Producers and Consumers 3. Income and Expenses 4. Needs and Wants	<b>F. Applying to College</b> 1. Choosing Schools 2. The College Application 3. Personal Essays 4. Recommendation Letters 5. School Records and Transcripts 6. College Interviews	
<b>Benchmark 7</b>	<b>Benchmark 7</b>	
<b>G. Personal Finance</b> 1. Personal Attitudes and Values about Money 2. Family and Cultural Influences	<b>G. Paying for College</b> 1. Financial Aid 2. Student Loans 3. Work Study Jobs 4. Scholarships and Grants	
<b>Benchmark 8</b>	<b>Benchmark 8</b>	
<b>H. Money Management</b> 1. Planning and Saving 2. Spending: Decision-Making Skills 3. Budgeting 4. Investing 5. Banking 6. Credit	<b>H. College Acceptance</b> 1. Selecting a College 2. Reapplying and Waitlists	
	<b>Benchmark 9</b>	
	<b>I. College Life</b> 1. Social Skills 2. Study Habits 3. Time Management 4. Health and Emotional Well Being 5. Managing Stress and Anxiety	

# Learning to Work Curriculum #2

Good Shepherd Services

*Competencies involved refer to the New York State Learning Standards for Career Development and Occupational Studies.*

## **Session 1: Introduction to Internships**

- Start with a good, engaging ice breaker that takes about 15 minutes.  
(See *201 Icebreakers* by Edie West.)
- Have students and staff introduce themselves.
- Recap purpose and goals of LTW.
- Facilitator asks students to brainstorm goals for ltw and what they want to get out of it.
- Have each student write down one plus and one minus from the week and discuss.

*Competencies involved:* 1a, 1b, 1c, 1d, 2a, 3c, 3f, 4e, 8a

## **Session 2: Importance of Understanding the Whole Context of Your Job and Where You Work**

- Always spend 5-10 minutes (as necessary) checking in with students about the week.  
If a scenario/problem/accomplishment is useful to spend time discussing with the group, utilize it to have longer discussion. Be careful about letting students take advantage of this time at the beginning of class to purely vent, and not focus/engage in challenging discussion and/or exercises.
- Discuss types of internships/where students are working/scenarios that can happen if you don't know the full context of your work. Conduct mock interviews in which students/interviewees cannot talk about their prior work experience (vs. those who talk about it well.)
- Have students discuss thoroughly where they work, what they do, what their supervisor does, and how they can leverage their internships in a job interview.
- As homework for next session, have students write down:
  1. Full name of supervisor, title, and what that person does
  2. Full name of job site and mission statement of organization/business and be able to explain it in his/her own words

*Competencies involved:* 1a, 1b, 1c, 1d, 2a, 2b, 3b, 3c, 4a, 4b, 4c, 4d, 4e, 7a

## **Session 3: Review of Homework from Previous Session**

- Students more accurately discuss where they work, what they do, what their supervisor does, and how they can leverage their internships in a job interview.

*Competencies involved:* 1a, 1b, 1c, 2a, 2b, 3e, 3f, 4a, 4b, 4e, 6a, 6b, 6c, 7a, 8a, 8b

## **Session 4: Trip to a Small Business Internship Site**

- Insert a trip relatively early into the semester to show students that this semester is lively and active. Arrange to take students to an interesting internship site. One idea might be to visit an entrepreneurial business that can give students a sense of how someone starts a business and what it takes to build a business.

*Competencies involved:* 1a, 1b, 2a, 3a, 3c, 3d, 4a, 4b, 4d, 4e, 6a, 6b, 6c, 7a, 8a, 8b

### Session 5: Conflict Resolution Review

- Role-play based on actual experiences of students in the workplace (coordinators can write/make these up from experiences students have encountered in the past). Facilitator can either lead discussion, asking students for examples and then using them as fodder for the discussion, or else he/she can have scenarios typed up and ready to act out and/or discuss.

*Competencies involved:* 1a, 1b, 1c, 2a, 2b, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 7a

### Session 6: Working Lunch

- Treat students to lunch at a restaurant, but prepare them by letting them know ahead of time it will be a “working lunch”. Introduce the concept of how people often conduct business in social environments and the importance of good networking and interpersonal skills. Perhaps select a few students from the group prior to the date and have them prepare specific debate/discussion questions that they will introduce at lunch. For example, what is the difference between a job and career? What are 10 examples of good money-saving strategies, etc.?

*Competencies involved:* 1a, 1b, 2a, 2b, 3a, 3c, 4a, 4b, 4d, 8a

### Session 7: Budgeting 101

- Have students fill out a form in which they break down their weekly expenses for a month. Facilitate discussion on prioritization—what you really need versus what you want and why.
- If time allows, facilitator can give examples of people in particular situations with guiding questions. For example, Clarence just received \$10,000 after his grandmother passed away. He currently works a part-time job earning \$7.50/hour 20 hours/week and lives at home. His mother doesn’t ask him to pay rent, but requires that he contribute to other household expenses, averaging \$50/month. Write down three possible plans for how Clarence might utilize the \$10,000 and explain the pros and cons for each.
- Facilitate discussion on their budgets and how they prioritize.

*Competencies involved:* 1a, 1b, 1c, 1d, 1e, 2a, 2b, 3c, 4c

### Session 8: Financial Values

- Values and Money: Have students make individual posters that they feel depict society’s values about money (the more materials the facilitator has prepared for this, the better. This is a great collage exercise, so magazines are great materials.)
- Have students present their posters and facilitate discussion amongst class on how society values about money are shaped; who determines them? How are they communicated and spread? Who resists and/or disagrees with these values? How does one do that? What is the relationship between addiction and financial values, and how are we “hooked” by the messages about consumerism and spending, and what traps does that lead us into?

*Competencies involved:* 1a, 1b, 1c, 1d, 2a, 2b, 3e, 3f

**Session 9: Financial Literacy**

- Review the concepts of bank accounts, credit cards, good vs. bad credit, and interest rates.
- Use worksheet(s) that give students exercises in which they have to calculate interest charges for credit card purchases, student loans, etc.

*Competencies involved:* 1a, 1b, 1c, 1d, 1e, 2a, 2b, 6b, 6c

**Session 10: Job Searching**

- Have students write down five ways/steps they plan, or have taken, to look for a job.
- Have students read their steps out loud.
- Facilitate discussion about resources for job searching and review essential elements (e.g., appearance, interviewing, discussing previous work experience). Make sure to focus on importance of persistence, patience, setting daily/weekly goals, etc.

*Competencies involved:* 1a, 1b, 1c, 1d, 2a, 2b, 4c, 6a, 6b, 6c, 8a, 8b

**Session 11: Interviewing Review**

- Similarly to problem solving and conflict resolution skills, students always need refreshers in interviewing skills. There are many ways to review this. Students can conduct informational interviews with each other. They can do them one by one in front of the group.
- Link interview skills to interpersonal and networking skills that were previously introduced, and to the upcoming visit to a workplace where students should prepare questions for the employer.

*Competencies involved:* 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e, 7a, 8a, 8b

**Session 12: Trip to Selected Industry Workplace**

- Plan site visit according to the career interests identified by the group. For example, go to a Virgin Records store where someone from the company is willing to give students a tour and discuss the types of jobs in the industry and paths towards getting there.

*Competencies involved:* 1a, 1b, 3a, 3c, 4a, 4b, 4d, 4e, 6a, 6b, 7a, 7b, 8a, 8b

**Session 13: Resumes**

- Students may be at all levels with their resumes. For those who have already developed them, have them write up how they would add their current internship experience and any additional skills and interests to the resumes. Students who do not have resumes should begin filling out resume templates they can continue on their own outside of class.
- The onus should be placed on students to complete their resumes outside of class. If they need assistance they should make appointments with job/career specialists or other YABC staff members.

*Competencies involved:* 1a, 1b, 1c, 1d, 5b, 6a, 8a

**Session 14: Career Exploration**

- Check in with students on their career interests. Ask each student to write down their top three career interests on index cards. Facilitator collects these and writes careers on the board.
- Integrate discussion of the connection between education and career paths.
- Select some careers and ask students to identify education necessary and/or other steps necessary to achieving some of these careers. Poll their sense of how much money one can earn in them.
- You may use the Career Zone Web site ([www.nycareerzone.org](http://www.nycareerzone.org)), or other career development Web site materials, as a tool by printing out specific career fields, with the description of what those careers are, and the commensurate salaries.

*Competencies involved:* 1a, 1b, 1c, 1d, 2a, 2b, 6a, 6b, 6c, 7a, 8a, 8b

**Session 15: Financial Literacy 2**

- Arrange to have a guest speaker if possible. The speaker should be someone who can speak about a wide variety of topics—such as how and where students can open bank accounts, the value of money, how money that doesn't earn anything actually loses value over time, the reduction in social security and pensions, the need for individuals to create and manage their own retirement plans, etc.

*Competencies involved:* 1a, 1b, 2a, 2b, 6a, 6b, 6c, 8a

**Session 16: Student Presentations on Internships**

- Have students give 3–5 minute presentations to the group about their internship experiences. Give them guiding questions at previous session.

*Competencies involved:* 1a, 1b, 2a, 2b, 3a, 3b, 3c, 3e, 3f, 4a, 4b, 4c, 4d, 6a, 6b

**Session 17: Semester Conclusion and Review of Learnings**

- Review and reflect on what students have learned this semester.

# Choosing a College: Interest and Skills Exploration

F•E•G•S Health and Human Services

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

What makes you happy? What do you like to do in your free time?

---

---

What are your favorite subjects?

---

---

What are your least favorite subjects?

---

---

What are you good at?

---

---

What are you not good at?

---

---

What types of jobs/careers interest you most?

---

---

Do you enjoy being part of a large group, or do smaller groups suit you better?

---

---

Do you seek diversity amongst your friends, or would you rather hang out with people that are similar to you?

---

---

- I feel most comfortable in:
- a city
  - a rural area
  - a suburban area
- I would like to:
- stay close to home
  - move far away
- I would prefer to:
- live on campus
  - commute
- I would like a college that is:
- small (fewer than 2,000 students)
  - midsize (2,000-15,000 students)
  - large (more than 15,000 students)

Is there a geographical area that you're most interested in? Is access to public transportation important to you when choosing a college?

---

---

Picture your ideal college. Imagine yourself walking around campus. What does it look like? What do the classrooms look like?

---

---

---

---

---

---

---

---

# College Planning Worksheet

F•E•G•S Health and Human Services

**General Information:**

Student Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Current Grade: \_\_\_\_\_ School CEEB Code: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_ Current GPA: \_\_\_\_\_

Student E-mail: \_\_\_\_\_

Advisor/Case Manager Name: \_\_\_\_\_

**Interest and Skills Exploration (0-26 Credits):**

Completed *Choosing a College: Interest and Skills Exploration Worksheet*

<b>Short-term Post-Secondary Training/Educational Goals:</b>	<b>Action Plan:</b>
<b>Long-term Post-Secondary Training/Educational Goals:</b>	<b>Action Plan:</b>

**College Support Network (0-26 Credits):**

I have identified the following people who promote the goals within this plan.

Name:	Relationship:	Contact Information:

I have discussed with my family/support network their responsibilities with regards to my access to college and successful completion (see *Parent vs. Student Expectations* table).     Yes     No

If no, please provide a date/time in which you will meet with parent/support network and college counselor:

\_\_\_\_\_

**College Discovery (26-32 Credits):**

Use Peterson.org or CollegeBoard.com, and The College Handbook by The College Board as research tools. Use the *College Research Chart* to track college details:

<b>Type of College:</b>	<input type="checkbox"/> Public <input type="checkbox"/> Private
<b>Type of Degree:</b>	<input type="checkbox"/> Certificate (Vocational/Trade) <input type="checkbox"/> Master's Degree (MA/MS) <input type="checkbox"/> Associate Degree (AA) <input type="checkbox"/> Professional Degree (MBA, JD) <input type="checkbox"/> Bachelor's Degree (BA/BS) <input type="checkbox"/> Doctorate (PhD)
<b>Preferred College Size:</b>	<input type="checkbox"/> Small (fewer than 2,000 students) <input type="checkbox"/> Midsize (2,000-15,000 students) <input type="checkbox"/> Large (more than 15,000 students)
<b>Preferred College Setting:</b>	<input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural
<b>Preferred College Distance:</b>	<input type="checkbox"/> Prefer to live on campus <input type="checkbox"/> Prefer to stay close to home <input type="checkbox"/> Prefer to commute to school <input type="checkbox"/> Prefer to move far away
<b>Special Interest Colleges:</b>	<input type="checkbox"/> Single-sex Colleges <input type="checkbox"/> Historically Black Colleges and Universities <input type="checkbox"/> Hispanic Serving Institutes <input type="checkbox"/> Religiously-affiliated Colleges
<b>Have you identified a specific major or course of study?</b>	<input type="checkbox"/> Yes (please specify): <input type="checkbox"/> No

College Discovery Checklist:

<b>Attended College Fairs:</b>	<input type="checkbox"/> Yes
<b>Attended College Tours:</b>	<input type="checkbox"/> Yes
<b>Schools of Interest:</b>	School Name: <input type="checkbox"/> Visited/Contacted
	School Name: <input type="checkbox"/> Visited/Contacted



**Application (32 Credits):**

<b>Personal Essay:</b>	<input type="checkbox"/> Explored topics with advisor <input type="checkbox"/> First Draft on file <input type="checkbox"/> Final Draft reviewed by advisor
<b>Recommendations:</b>	<input type="checkbox"/> Identified teachers/counselors to request recommendations from.
	Name:
	Name:
	Name:

College Application Process Checklist:

<b>College:</b>	Name:	Name:	Name:	Name:	Name:	Name:	Name:	Name:	Name:
<b>Applications</b>									
<b>Application Fee:</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Application Form Completed:</b>									
<b>Essay Completed:</b>									
<b>Application Mailed/E-mailed:</b>									
<b>Recommendations</b>									
<b>Recommendation 1</b>	Given to:								
Writer mailed form or returned to me:									
Sent thank-you note:									
<b>Recommendation 2</b>	Given to:								
Writer mailed form or returned to me:									
Sent thank-you note:									
<b>Recommendation 2</b>	Given to:								
Writer mailed form or returned to me:									
Sent thank-you note:									

College Application Process Checklist (continued):

<b>College:</b>	Name:								
<b>School Records/Transcripts</b>									
<b>Gave transcript form to counselor:</b>									
<b>Transcript form mailed:</b>									
<b>Gave midyear report form to counselor:</b>									
<b>Midyear report form mailed:</b>									
<b>Test Scores</b>									
<b>SAT Requested that scores be sent:</b>									
<b>SAT II Subject Tests Requested that scores be sent:</b>									
<b>ACT Requested that scores be sent:</b>									
<b>AP Exams Requested that scores be sent:</b>									
<b>SAT Requested that scores be sent:</b>									
<b>Financial Aid Forms</b>									
<b>Financial Aid Deadline:</b>									
<b>FAFSA form submitted:</b>									
<b>Completed CSS PROFILE registration process:</b>									
<b>CSS PROFILE form submitted:</b>									
<b>College form submitted:</b>									

# Notes







New York City Department of Education  
Office of Multiple Pathways to Graduation  
52 Chambers Street  
New York, NY 10007  
[ompg@schools.nyc.gov](mailto:ompg@schools.nyc.gov)

**[schools.nyc.gov/ChoicesEnrollment/AlternativesHS](https://schools.nyc.gov/ChoicesEnrollment/AlternativesHS)**

This publication was developed with generous support  
from the Bill & Melinda Gates Foundation.

designed by Big Duck  
photography by John Smock