



# THE LEARNING TO WORK INITIATIVE

YEAR 4: Mid-Year Report  
CONTINUING INNOVATION

**Theresa Crotty**  
**Tom Pendleton**  
*Office of Multiple  
Pathways to Graduation*

**“I dropped out of school because I really didn’t care. I thought I could make it without an education. I went back to school at West Brooklyn Community [Transfer School] because I realized that I owed it to myself to be something in life. I have broken a barrier my family has been struggling with - no one in my family has a high school diploma. It all feels really good.”**

**Rebecca  
West Brooklyn Community Transfer School**

**“I dropped out of high school because I was sick and tired of school and I wanted to help provide for my family. I was working at a factory, but I knew I couldn’t achieve anything else without having a diploma. Access [GED] is a good option for me because it’s just like a full-time small school with smaller classes which makes it easier for me to get the attention I need. One of my teachers helped me get an internship with the Museum of Modern Art. When I take the GED, I want to get a high score so I can get into the School of Visual Arts or FIT and study photography. I couldn’t have done any of this without Access.”**

**Chris  
Manhattan Access GED**

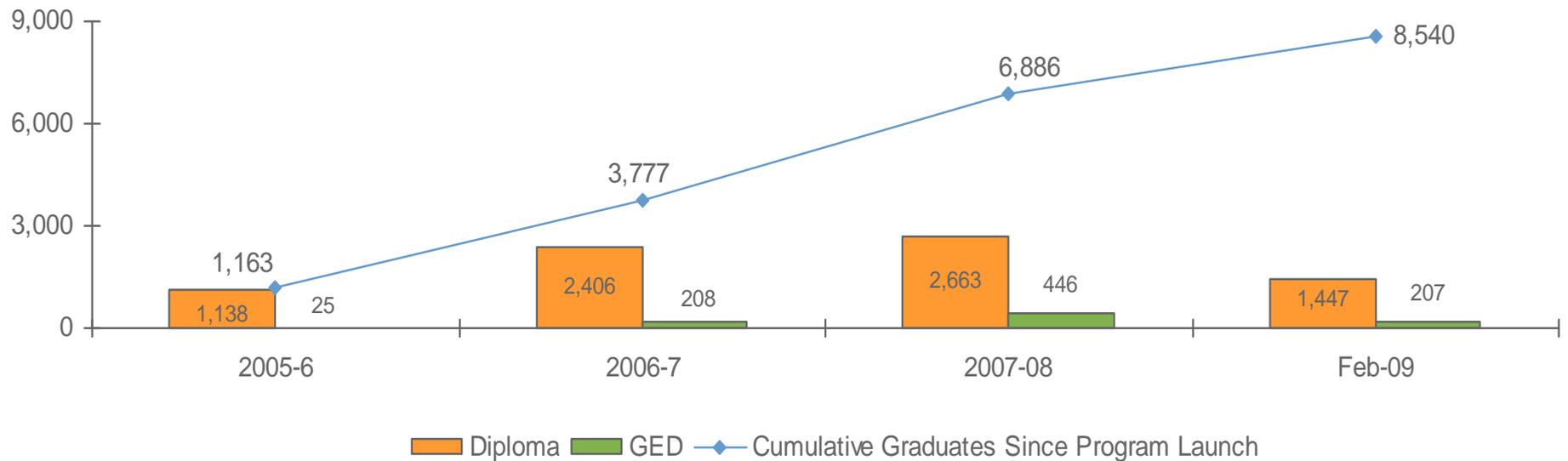
**“The FY 2010 budget will support the development and scaling of effective dropout prevention and recovery models – such as transfer schools that combine education and job training for high school students that are far behind.”**

**White House Press Release  
March 10, 2009**

# Learning To Work Outcomes: Graduates

Over 8,500 students have graduated from Learning to Work (LTW) schools and programs since the start of the initiative in September 2005.

*Graduates By Year, September 2005 - February 2009*



# Learning To Work Outcomes: Post-Secondary

About a quarter of the 2007-08 graduates enrolled in post-secondary education during the 2008-09 school year. Of this group, a third enrolled in schools that offered 4-year degrees. The other two-thirds enrolled in 2-year colleges.

Learning to Work programs are forming strategic partnerships to ease the transition from high school to post-secondary institutions.



“Good Shepherd is very encouraged by the strong impact of LTW and the increasing numbers of high school graduates coming out of our YABCs and GED programs. As these numbers have grown, we have moved to extend our capacity to reach and support our students as they go on to college. We have established a strong partnership with Bronx Community College and because of this, we now provide on-site services to our students at the college. This support has been an important part of our students’ continuing success.”

- Jim Marley  
Assistant Executive Director  
Good Shepherd Services

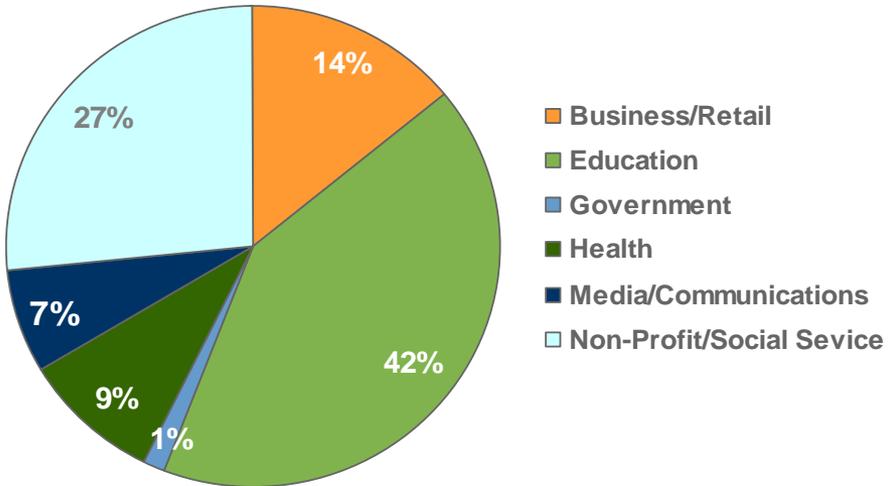
Source Data: CBO Monthly Statistics  
Survey Response Rate = 52%

# Learning To Work Outcomes: Student Support

Over 2,400 students have participated in LTW internships in various sectors of the economy this school year.

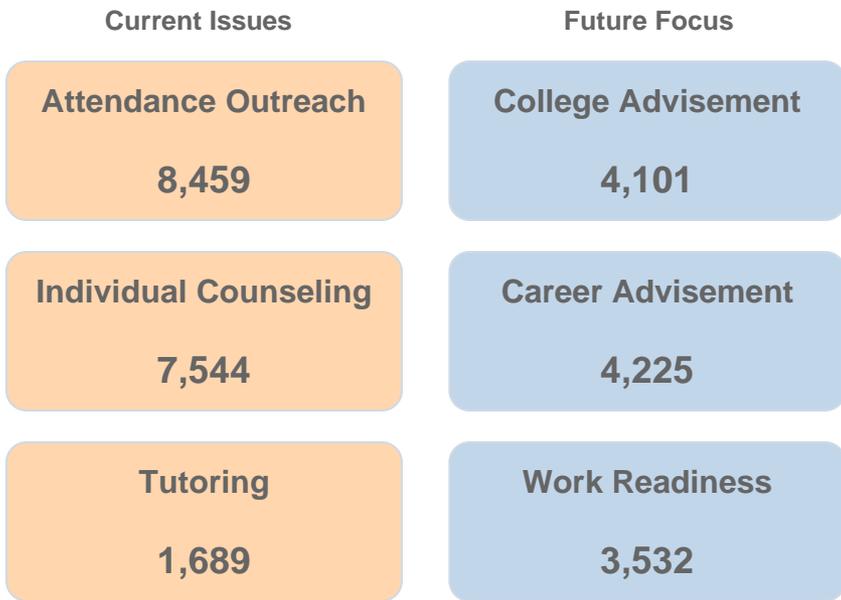
Community-based organizations (CBOs) have provided services to over 10,000 students so far this year.

2008-09 Internships by Sector\*



Source Data: CBO Monthly Statistics

Service by Type



Source Data: CBO Monthly Statistics

\*Internship and service figures are for Sep 2008 – Jan 2009 only.

# Learning To Work: National Exposure

This year, OMPG once again had numerous opportunities to present its pioneering work in dealing with the dropout crisis.



- **United States Department of Labor – Washington, DC**

- > Presented overview of DOE secondary reforms with focus on recuperative strategy

- **Mobile Area Education Foundation – Mobile, AL**

- > Presented overview of multiple pathways work including in-depth look at recuperative portfolio and systemic support for expansion

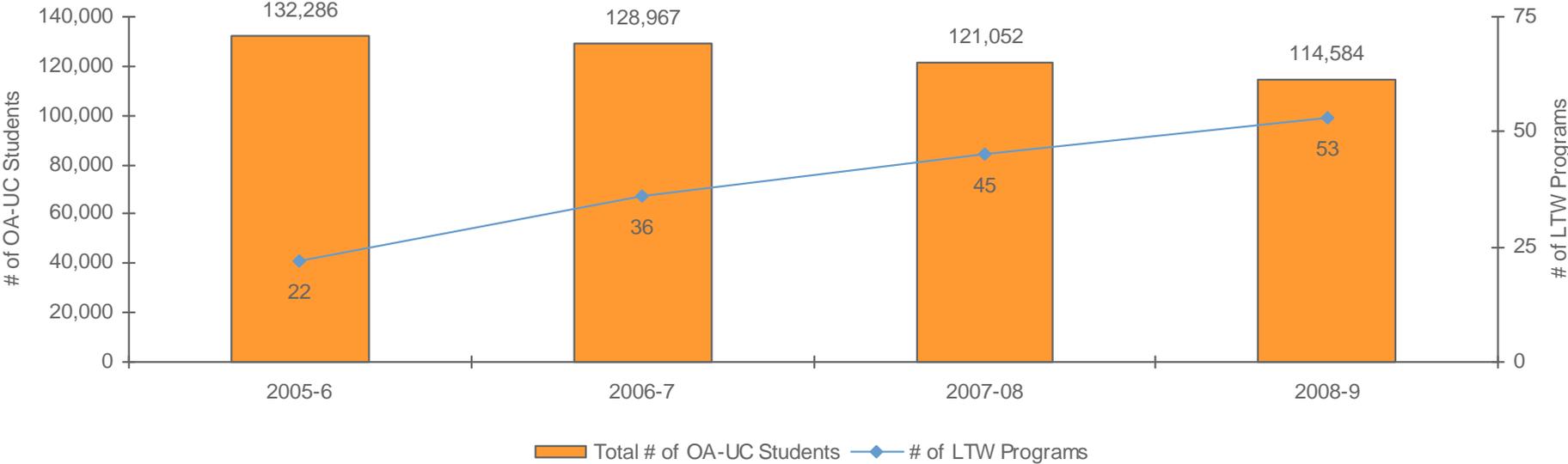
- **America’s Promise Alliance New York Dropout Prevention Summit – Brooklyn, NY**

- > Presented OMPG data analysis on population, models, and progress to date to national audience of educators
- > Facilitated panel of school and CBO leaders around multiple pathways work as well as a group of six students and alumni who voiced the critical role LTW programs or schools played in their lives
- > Led afternoon workshop on recuperative strategies focusing on CBO-school collaborations

# Historic Over-Age, Under-Credited Figures

The total number of over-age and under-credited (OA-UC)\* students in New York City is decreasing. However, the challenge remains large.

Longitudinal OA-UC Totals with LTW Program Expansion\*\*



\*OA-UC – two or more years behind in expected credit accumulation.

\*\*Figures based on research conducted by OMPG. Includes D75.

Source Data: ATS

# Expansion of Recuperative Options: Historic Portfolio

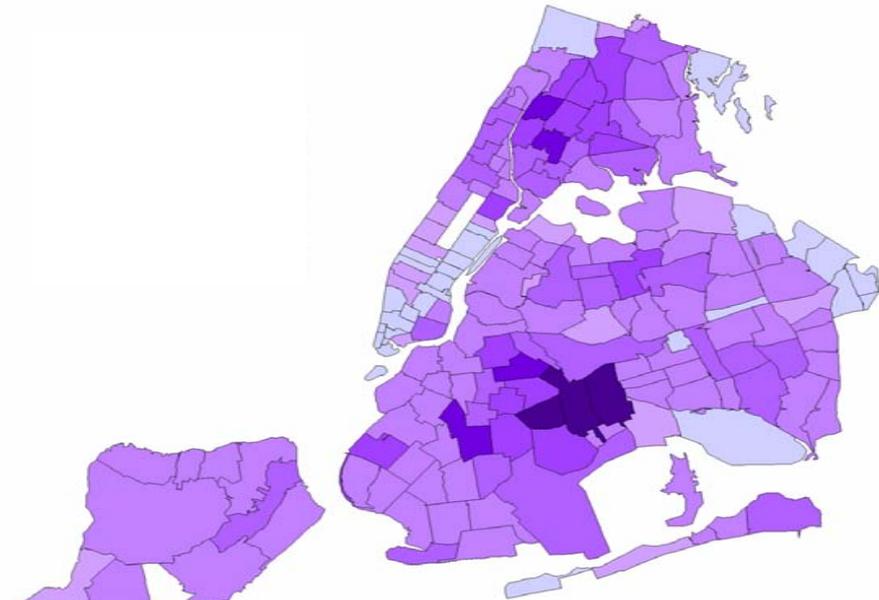
Year Opened	New Transfer Schools	New GED Programs	New YABCs	LTW (TS/GED/YABC)
2002-03 (Completed)	1	0	0	0 (0 / 0 / 0)
2003-04 (Completed)	0	0	0	0 (0 / 0 / 0)
2004-05 (Completed)	5	0	4	0 (0 / 0 / 0)
2005-06 (Completed)	0	3	11	18 (7 / 3 / 8)
2006-07 (Completed)	1	5	3	12 (3 / 5 / 4)
2007-08 (Completed)	5	2	2	9 (5 / 2 / 2)
2008-09 (Completed)	7	0	1	8 (7 / 0 / 1)
2009-10 (Projected)	3*	0	0	3(3 / 0 / 0)
<b>TOTAL</b>	<b>23</b>	<b>10</b>	<b>21</b>	<b>50 (25 / 10 / 15)</b>

\*In addition to the three new Transfer Schools, OMPG will open one additional new high school model.

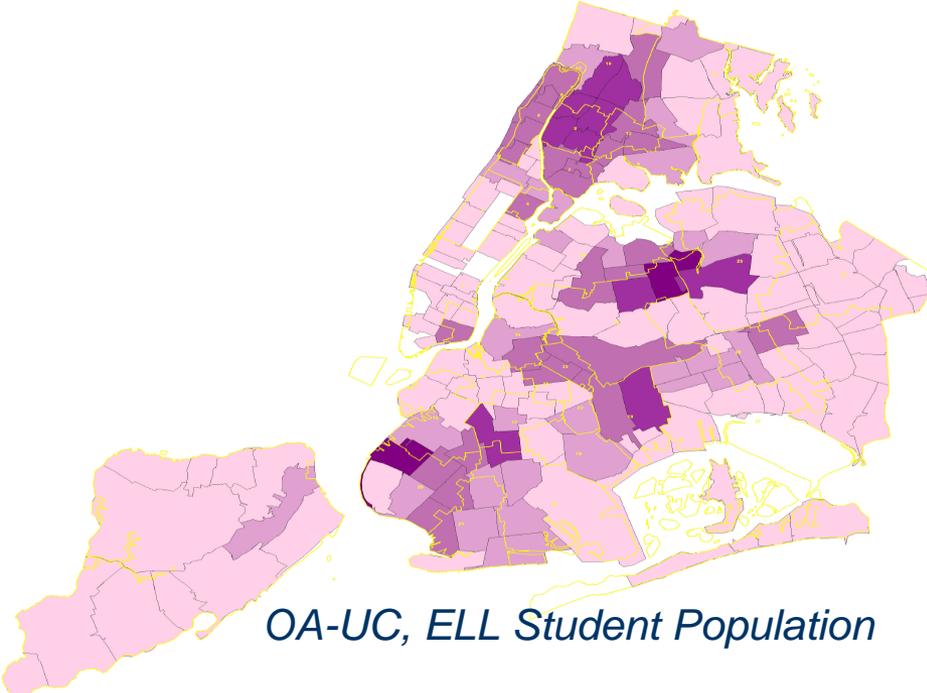
# Expansion of Recuperative Options: Strategic Siting

New Transfer Schools are sited based on community impact of school closures and high need for recuperative options.

This year, OMPG conducted a more nuanced analysis of the OA-UC population to determine an appropriate site for a Transfer School for English Language Learners (ELLs).



*OA-UC Student Population*



*OA-UC, ELL Student Population*

# Expansion of Recuperative Options: New Models

In response to system need, OMPG developed innovative recuperative school models designed to serve distinct target populations. Both new models are slated to open fall 2009.

## SYSTEM NEED

Significant over-age, under-credited English Language Learner population citywide



Significant 8th grade population who is over-age, low-performing, and has been previously retained in middle school



## NEW MODEL

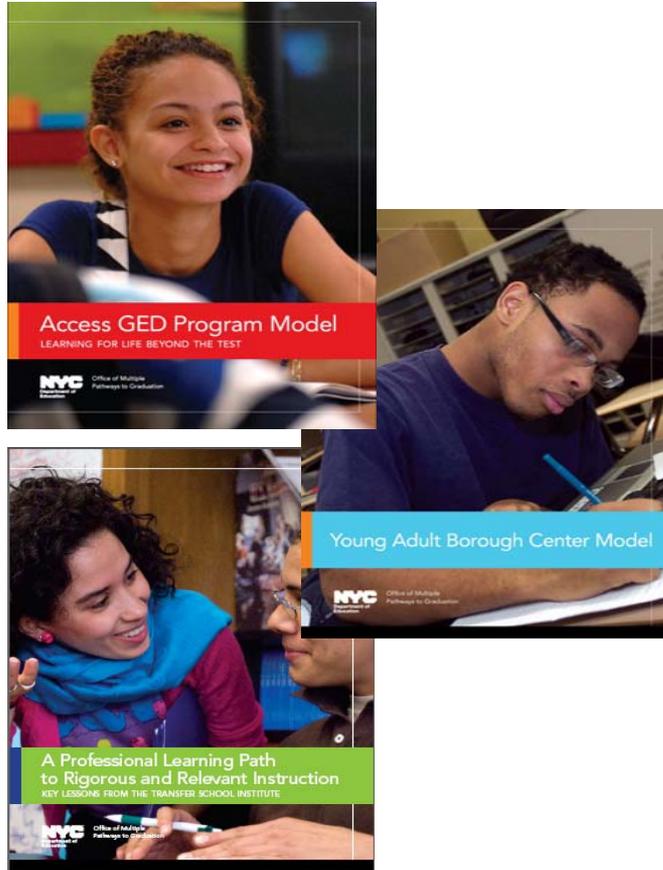
**Transfer School for ELLs:** In partnership with Intermediary Diploma Plus, OMPG supported the recruitment of a school leader with expertise in this area and the refinement of the Diploma Plus model to specifically meet the needs of this specific target population.

**Accelerated Achievement HS:** This model is designed to provide over-age, under-prepared 9th grade students with deep, targeted support so that they can develop the skills and knowledge necessary to get back on track, earn a high school diploma, and succeed in the 21st Century world of work and higher education.

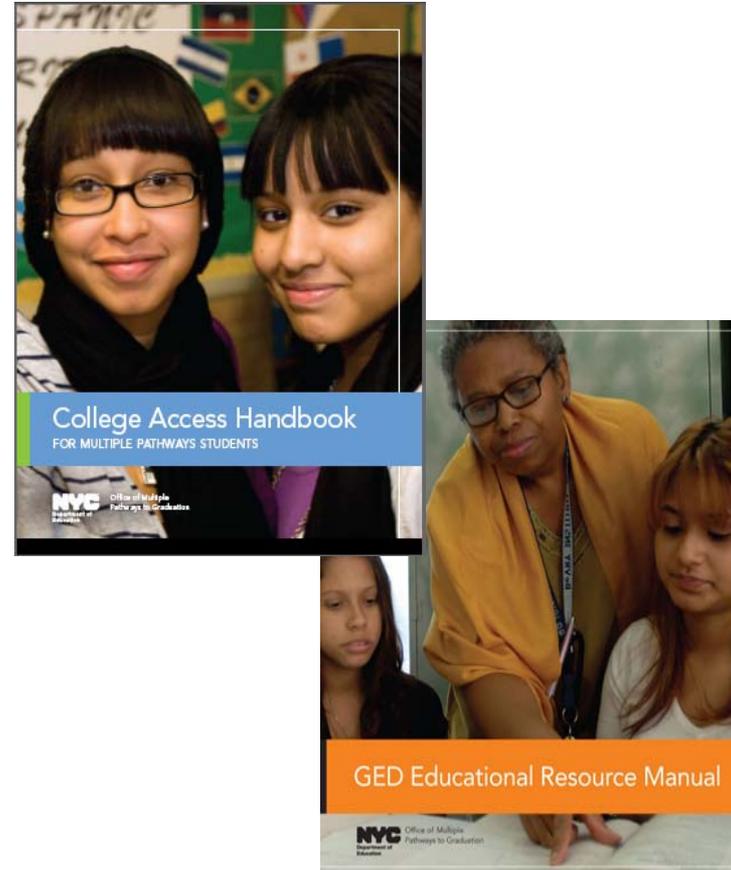
# Knowledge Management: Model Development

OMPG shares best practices by codifying and disseminating program models and best practices on the Knowledge Management platform in ARIS.

## Completed Models on ARIS



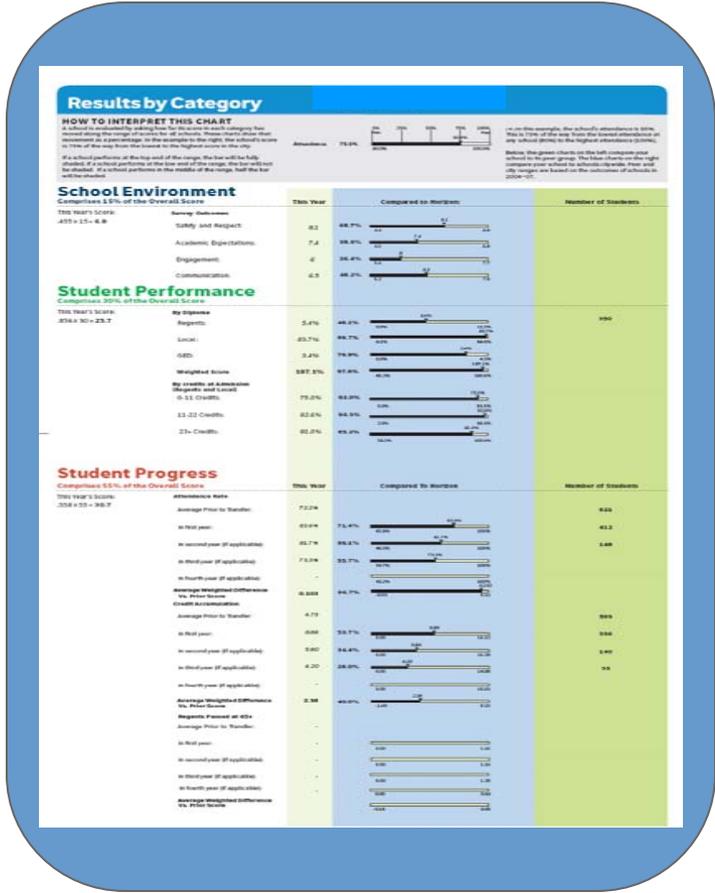
## Models in Progress



# Accountability and Evaluation: Tools for Recuperative Options

## Transfer School Progress Report

This school year, OMPG collaborated with the Office of Accountability to refine the Progress Report for Transfer Schools. Changes included the creation of a peer index to the allow for comparison between schools serving similar populations. Subsequent changes should take into account the systemic demand of OA-UC students who have only earned 0-11 credits.



## YABC Progress Report

Currently, OMPG is working with the Office of Accountability on creating the first ever YABC Progress Report. OMPG is using its internal analysis and its relationship with YABC leaders to bring stakeholders together to create a YABC Progress Report that will identify successful programs while simultaneously providing the proper incentives to serve the over-age under-credited population. A YABC Progress Report is tentatively scheduled to be published during the 2009-10 school year.

# Accountability and Evaluation: Metis Associates

OMPG is working with Metis Associates to complete a three-year longitudinal evaluation of the Learning to Work Initiative. The report affirms that LTW programs are enrolling all segments of the OA-UC population

- **56 %** of LTW students enter high school already **over-age** or with **significant literacy challenges**.
- LTW programs serve these highly challenged students as well as those who enter high school on level, but who fall off-track during high school.
- By the time they enter a LTW program, **88%** of students are **off-track**.
- **87%** of LTW students are **Hispanic** or **African American** (44% and 43% respectively).
- **80%** of students enrolled in LTW schools and programs are eligible for **free or reduced price lunch**.
- Across all LTW schools and programs, **English Language Learners (ELLs)** represent **13%** of enrollment and **special education students** represent **12.9%** of enrollment.

# Looking Forward

OMPG will continue to employ numerous strategies for creating and supporting high quality schools and programs to effectively serve the over-age, under-credited population.

<p style="text-align: center;"><b>Expansion</b></p> <p style="text-align: center;"><i>Expand innovative models to serve system need</i></p> <ul style="list-style-type: none"> <li>&gt; <i>Accelerated Achievement High School (AAHS)</i> – launch ground-breaking new model to serve over-age, under-prepared 9<sup>th</sup> grade students</li> <li>&gt; <i>Transfer School Expansion</i> – continue to refine the Transfer School model and open additional Transfer Schools to address systemic demand</li> </ul>	<p style="text-align: center;"><b>Data-Driven Decision-Making</b></p> <p style="text-align: center;"><i>Utilize data analysis to inform decision-making</i></p> <ul style="list-style-type: none"> <li>&gt; <i>External Evaluation</i> – utilize information from the Metis Associates evaluation to improve student outcomes</li> <li>&gt; <i>Progress Reports</i> – continue to collaborate with the Office of Accountability to refine the Transfer School and YABC Progress Reports</li> </ul>
<p style="text-align: center;"><b>External Partnership &amp; Community Engagement</b></p> <p style="text-align: center;"><i>Inform students, families, communities, and DOE staff about recuperative options</i></p> <ul style="list-style-type: none"> <li>&gt; <i>CBO Partnerships</i> – Continue to work with 20 CBO Partners to enhance service provision for improved student outcomes</li> <li>&gt; <i>Outreach Campaign</i> – inform students and families about recuperative options using a multi-pronged approach including web, bus ads, and citywide posters</li> </ul>	<p style="text-align: center;"><b>Systemic Capacity Building</b></p> <p style="text-align: center;"><i>Strengthen quality of leadership, connections to post-secondary success, and integration of 21<sup>st</sup> Century Competencies</i></p> <ul style="list-style-type: none"> <li>&gt; <i>Transfer School Scholars program (TSS)</i> – In the fall of 2009, two participants in the TSS will become principals of new Transfer Schools. Five leaders will enter TSS in July 2009 to become Transfer School principals in 2010.</li> <li>&gt; <i>Best Practices</i> – continue to support the creation of high-quality recuperative options through the Transfer School Institute, LTW Ambassador Site Program, LTW Network Meetings, and continued dissemination of various models</li> </ul>

# Appendix – Community Based Organizations

The Learning to Work Initiative (LTW) provides wrap-around services in partnership with Community Based Organizations (CBOs). Twenty different CBOs have established contracted partnerships with LTW sites. Two CBOs work as technical assistance (TA) providers\*.

Brooklyn Bureau of Community Service  
CAMBA, Inc.

Center for Alternative Sentencing and  
Employment Services, Inc. (CASES)

Child Center of NY

Citizens Advice Bureau

Comprehensive Development, Inc. (CDI)

East Side House, Inc.

Episcopal Social Services, Inc.

Federation Employment and Guidance  
Service, Inc. (FEGS)

Good Shepherd Services

Jewish Child Care Association (JCCA)

Literacy Assistance Center, Inc.\*

New York Center for Interpersonal  
Development

New York City Mission Society

Queens Community House (formerly Forest  
Hills Neighborhood House)

Research Foundation of CUNY - Medgar  
Evers College

SCO Family of Services

South Bronx Overall Economic Development  
Corp. (SOBRO)

St. Nicholas Neighborhood Preservation  
Corp.

Union Settlement Association

Wildcat Service Corp.

Youth Development Institute/Tides Center\*