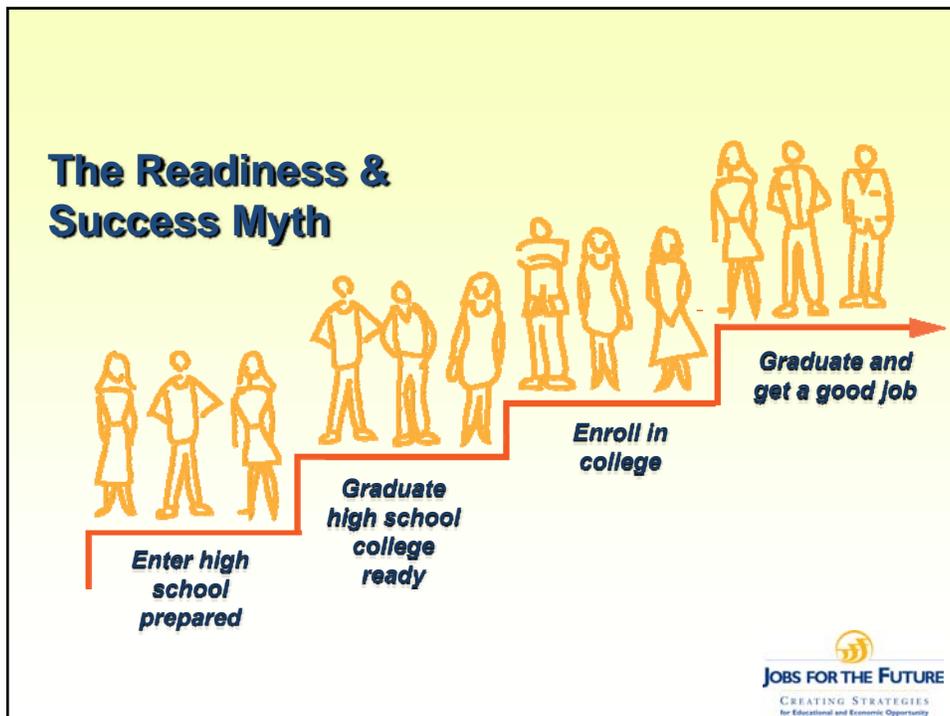


Getting Youth to Go and Stay: Raising Levels of Educational Attainment

Cassius O. Johnson, Director of National & Federal Policy
Jobs for the Future

Appalachian Regional Commission Annual Conference
October 23, 2008





**In Reality
We Are Losing
Students at
Each Step**

**For every 100 low-income
students who enter
high school**

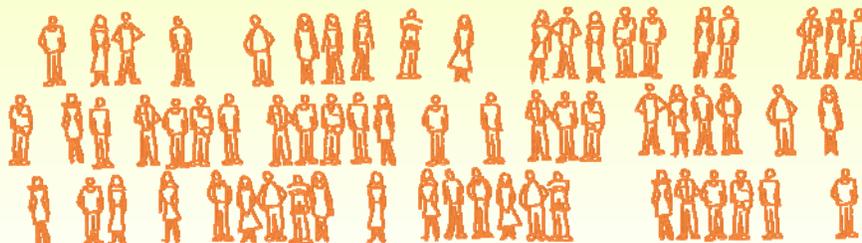


Goldberger Susan. Doing the Math: What It Means to Double the Number of Low-Income College Graduates, *Minding the Gap*. Harvard Press & Jobs for the Future: Cambridge, MA, 2007

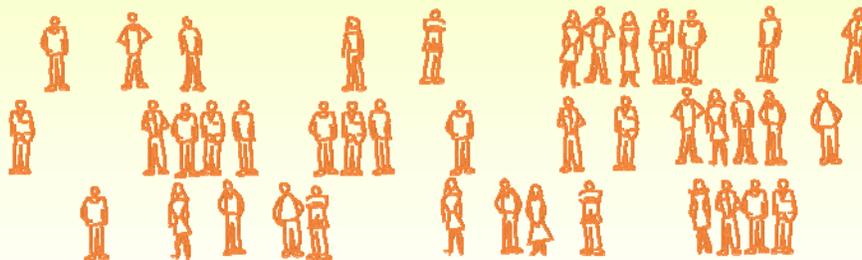


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65 graduate from high school



41 enroll in college



11 graduate college



One big reason for low college-attainment is too many students are not prepared



For every 100 low-income high school graduates



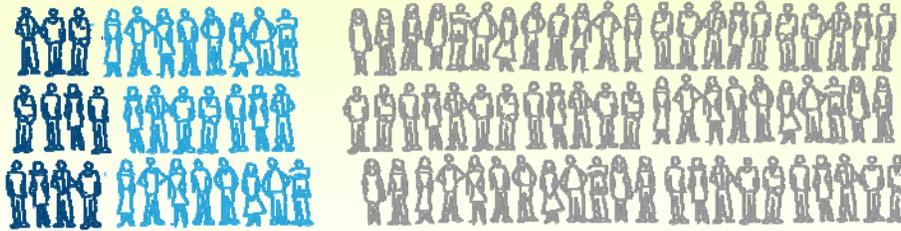
Goldberger Susan. *Doing the Math: What It Means to Double the Number of Low-Income College Graduates, Minding the Gap.* Harvard Press & *Jobs for the Future: Cambridge, MA, 2007*



Only 34 are at least minimally prepared for college

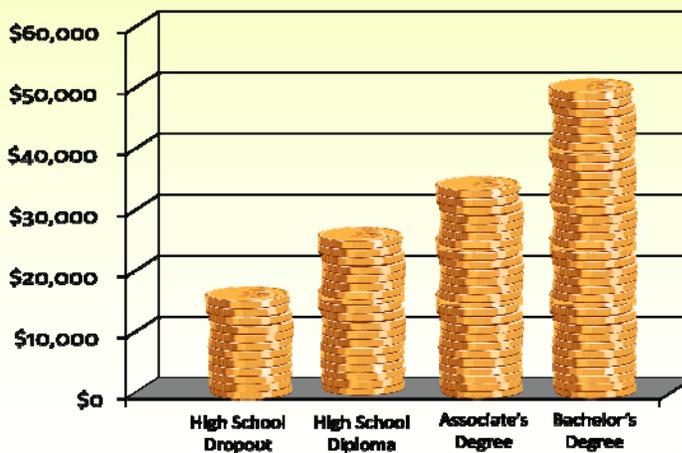


Only 11 students are very prepared for college



It's Costing Individuals

National Average Annual Income by Education



*The High Cost of High School Dropouts. What the National Pays for Inadequate High Schools' Alliance for Excellent Education Issue Brief. October 2007.



What would it take to double the number of low-income youth who earn a postsecondary credential by age 26?

Three Pathways to Success

Post-Secondary Credential



**Pathway One:
Starting College in High School**

- Focused on improving college success of under-represented young people
- Combines college preparatory program with college course-taking that counts
- Includes "blended" (secondary-post-sec) schools and dual enrollment programs
- Blended schools (ECHS) on compressed timeline for earning up to two years of college credits while in high school



**Pathway Two:
Back on Track**

- Designed to enable credit recovery and acceleration for off-track and OSY
- Combines college/career ready academic core with academic advising and social supports
- Supports offered through community partnership model
- Includes schools and GED "plus" programs



**Pathway Three:
Fast-Forward—"Career First"**

- Designed for H.S./GED graduates facing academic/social barriers to college success
- Short-term intensive post-secondary programs (12-24 months)
- Combines foundational academic skills, tech training, post-sec credits, & career internship
- Leads to career advancement employment at 80% state median wage



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Why Pathway One?

- Most low-income students aspire to college but lack of advising, acad prep and support undermines their success
- Dual enrollment has positive effects on college enrollment, college retention, GPA, and time to completion
- Early promising evidence emerging from first ECHS graduates
- Early research suggests cost to completion of an AA degree substantially less in ECHS vs traditional school



Three Pathways to Success

Post-Secondary
Credential



Pathway Two:
Back on Track

- Designed to enable credit recovery and acceleration for off-track and OSY
- Combines college/career ready academic core with academic advising and social supports
- Supports offered through community partnership model
- Includes Schools and GED "plus" programs

Why Pathway Two?

- Once off-track, students' chance of graduating from high school are slim at best
- Most dropouts seek educational credentials but persistence does not pay off
- Alternative schools often on margins: poorly funded and staffed, outmoded in design
- GED not viable for low-skilled; and does not provide transition to postsecondary
- Promising results emerging in cities designing new pathways



Three Pathways to Success

**Post-Secondary
Credential**



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Why Pathway Three?

- 80% of low-income high school grads are not prepared for college or work
- Only 14% of students placed in developmental education go on to earn AA
- Well-defined career pathways in proprietary schools graduate students at higher & faster rates than community colleges
- Positive graduation and job placement data emerging from entrepreneurial "career first" programming



Transfer Schools

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

Young Adult Borough Centers

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

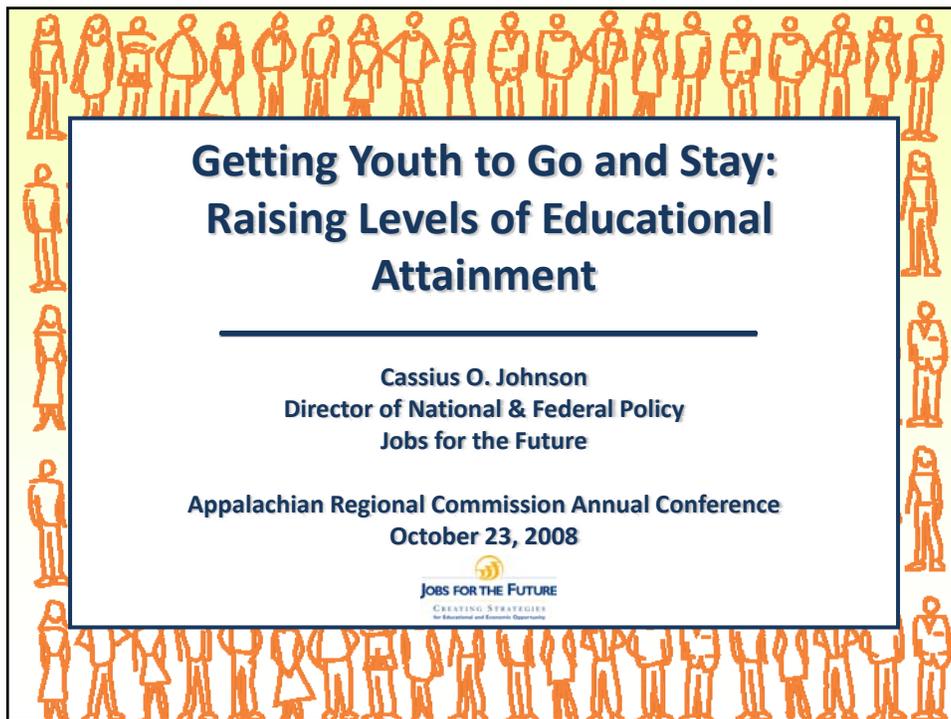
Blended GED Programs

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

Learning to Work

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





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