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Accelerated Schools - Fairhill Community High School (Philadelphia, PA)

Description: Fairhill Community High School is a project-based school for young people, ages 16-21, with 13 credits or less, who have dropped out of Philadelphia public schools or is likely to drop out due to insufficient progress. Fairhill students may earn a School District of Philadelphia diploma in thirty months or less, depending on the amount of credits the student has at the time of enrollment. Fairhill is highly structured and supportive, which includes an educational and emotional support team, a school nurse, a daycare, a social worker, a school counselor, and a licensed Therapist. Fairhill offers an extended school day and operates on an eleventh-month schedule. Fairhill also offers several summer programs.

Type of Program: Recovery

Years in Operation: 5

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)

Admissions Criteria: Eligible students for Fairhill Community High School are young people between the ages of 16-21 with 13 or less credits who have dropped out of the Philadelphia public schools or are likely to drop out due to insufficient progress. A minimum of a 4th grade reading level is needed to participate in the program.

Approximate annual cost per student: \$9,750

Outcomes:

Approximate Number of Students Served: Annually	450
Approximate Number of Students Served: Program to Date	550
% of students receiving high school diploma or GED	80%
% placed in employment or post secondary education	50%
Average Daily Attendance	83%

Top three design features:

1. Highly Structured School with a strict Student Code of Conduct
2. Emotional and Educational Support Services on site
3. A true Community Culture

Locations: 2 in Philadelphia, PA

Contacts: Marcus Delgado, mdelgado@onebrightray.org

Web Site: www.onebrightray.org

America's Choice Navigator and Ramp-Up Programs in Literacy and Mathematics

Description: Mathematics Navigator is designed for students who have gaps and misconceptions in their knowledge of mathematics. Literacy Navigator is for students having trouble comprehending complex text. In both intervention programs, instructors receive daily lesson plans and strategies for supporting students. Pre-and post-tests, and interim checkpoints, enable teachers to target instruction. The instructional modules are flexible for use in any school setting.

Ramp-Up Literacy and Ramp-Up to Algebra are in-depth instructional programs for high school age students who are two to four years behind in the curriculum. They are structured programs designed for 90-minute instructional periods. However, America's Choice has adapted them to fit alternative school settings.

Type of Program: Prevention *Years in Operation:* 10

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)

Admissions Criteria: None

Approximate Annual Cost per Student: Ramp-Up includes significant teacher training and pricing is available for district or school level contracts. Navigator is also available for districts or schools and is available as a package, which includes instructor and student materials (exact numbers depend on the grade level and the content area). More information will be available from the America's Choice representatives on-site.

Outcomes:

Approximate Number of Students Served: Annually	Varies
Approximate Number of Students Served: Program to Date	Hundreds of thousands
% of students receiving high school diploma or GED	Not collected
% placed in employment or post secondary education	Not collected
Average Daily Attendance	Not collected
Improvements on literacy and math scores on state tests	Data collected by America's Choice in comparison with district, state results

Top Three Design Features:

1. Navigator programs are targeted, flexible interventions designed to fix misconceptions and repair gaps in knowledge in literacy and math
2. Ramp-Up programs are in-depth instructional programs designed to accelerate the achievement of low-performing students in literacy and math
3. Both Navigator and Ramp-Up provide high quality teacher and student materials as well as embedded assessments for measuring student progress

Locations:

America's Choice works in K-12 schools, districts, and states nationwide. The Ramp-Up and Navigator programs are part of the AC School Design as well as separate offerings for districts and

schools. Navigator modules are flexible enough for used in alternative school settings and we have adapted the Ramp-Up curricular materials to fit the needs of non-traditional classrooms.

Sampling of Ramp-Up (math and/or literacy) locations: Tulsa, OK; New York, NY; Pittsburgh, PA; Chicago, IL; Fresno, CA; Amarillo, TX; Prince George's County, MD; Pueblo, CO; Wichita, KS; and Albuquerque, NM.

Sampling of Navigator (math and/or literacy) locations: Memphis, TN; Prince George's County, MD; Wichita, KS; Pittsburgh, PA; Albuquerque, NM; Halifax County, NC; and Richmond County, GA.

Contact: Gretchen Cheney, gcheney@americaschoice.org

Web Site: www.americaschoice.org

Description: Big Picture Learning is a nonprofit organization that educates one student at a time within a community of learners. We help young people, including underserved urban students, become lifelong learners, productive workers and engaged human beings. Founded in 1995 by two daring educators Dennis Littky and Elliot Washor, Big Picture Learning is transforming the theory and practice of education. Our school design is built on three basic principles: 1) learning must be based on the interests and goals of each student; 2) curriculum must be relevant to people and places in the real world; 3) students’ abilities must be measured by the quality of their work.

Type of Program: Recovery; Prevention Big Picture can serve as a re-entry program for students, but primarily serve to students by providing a relevant and engaging curriculum, tied to both the students’ interests and the real-world – preventing drop-out.

Years in Operation: Founded in 1995, first school opened in 1996

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)

Admissions Criteria: Application process designed by school/district. Generally an application filled out by students and families, followed by an interview. Students must be high school age. We accept students of all ability and skill levels.

Approximate Annual Cost Per Student: Big Picture operates in 16 different states, with as many different ADA allocations ranging from \$6000/student to \$13,000/student. Each school is designed to operate using both ADA funds, with some additional funds needed for professional development.

Outcomes:

Approximate Number of Students Served Annually	8000
Approximate Number of Students Served Program to Date	10,000+
% of students receiving high school diploma or GED	92%
% placed in employment or post secondary education	95%
Average Daily Attendance	90%

Top Three Design Features:

1. Very personalized – curriculum designed around students’ interests and passions and connected to the real world.
2. Learning through interests – two days per week, students spend time at internships in the community, with work-place mentors helping guide the student’s learning.
3. Strong adult and student relationships. Small student to teacher ratio (average 15:1), with teachers as generalists – staying with the same group of students for two-four years.

Locations: Big Picture has over 60 schools in 16 states and 9 schools internationally.

Contact: Tim Scheidt, tscheidt@bigpicture.org

Web Site: www.bigpicture.org

Community Education Pathways to Success (CEPS)

Description: Community Education Pathways to Success (CEPS), an initiative of the Youth Development Institute (YDI), serves. The program builds literacy and math skills, provides work preparation and supportive connections to adult professionals, enabling young adults to get on track to a GED, higher education, and careers. Through CEPS, YDI is testing and refining a program model for youth who drop out of school with low academic skills, too low to qualify for GED instruction. While 60% of dropouts have such skills, most programs for dropouts, focus on participants that are more proficient.

CEPS college component has created partnerships between CBOs and two NYC colleges, part of the CUNY system. Focused on retention, the program has brought about significantly higher retention rates than for students who do not receive the combination of academic and personal supports available from CEPS. For information about this component, see college program under the resources section on the YDI website (ydinstitute.org).

The instructional and youth development component of CEPS is being evaluated by Campbell-Kibler Associates. For more information about the program and the evaluation, contact YDI at 646 943 8829.

Type of Program: Recovery *Years in Operation:* 3

Type of Student Served:: young people age 16 to 24 who read between a 4th and 8th grade level

Admissions Criteria: 16 – 24 years of age; dropped out of school; read below the eighth grade level and thus not eligible for GED preparation.

Approximate Annual Cost Per Student: \$5,000

Outcomes:

Approximate Number of Students Served: Annually	500
Approximate Number of Students Served: Program to Date	1200
% of students receiving high school diploma or GED	N/A
% placed in employment or post secondary education	N/A
Average Daily Attendance	60%
Average academic gain	1.5 years

Top Three Design Features:

1. Intensive and highly structured literacy and math instruction
2. Youth Development features including structured primary person system for each student and student conferencing
3. Career learning opportunities and experiences.

Locations: 15: 3 public libraries and 12 community organizations; all in New York City: Bronx, Brooklyn, Manhattan and Queens

Contact: Peter Kleinbard pkleinbard@ydinstitute.org

Web Site: www.ydinstitute.org/initiatives/pathways/ceps.html

Description: Performance Learning Centers® (PLC's) are a unique, nontraditional learning environment for high school students who are not succeeding in traditional schools for various reasons other than ability. In a small academic setting, the PLC's create business-like learning environments where students are challenged and supported to meet their social, personal and academic goals. They complete coursework using online, computer-based curriculum and through project-based learning, with the assistance of specially trained and certified teachers who act as learning facilitators. In addition, mentors, internships and dual enrollment in local colleges and technical programs, and assistance with the college application process are also made available to PLC students. PLCs are academically rigorous high school programs that focus on students who have not responded to a traditional high school environment. Students work through a self-paced curriculum, providing them with credits they may have missed due to problems ranging from absenteeism and other academic issues, as well as personal struggles.

Type of Program: Recovery

Years in Operation: 7

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)

Admissions Criteria: PLCs serve students who are not succeeding in the traditional high school setting, particularly those students who:

- Are chronically late or absent
- Have a lack of interest in school and learning
- Demonstrate poor academic achievement
- Are unable to cope with structured school environment
- Are facing non-academic challenges to success ((pregnancy, poverty, lack of health care, etc.)
- Have dropped out of high school
- Are overage and under credentialed (students who are behind their graduating class)

Approximate Annual Cost Per Student: \$6,500 - \$9,500 per FTE (75 - 150 student FTE)

Outcomes:

Approximate Number of Students Served: Annually	3,800
Approximate Number of Students Served: Program to Date	11,000
% of students receiving high school diploma or GED	88%
% placed in employment or post secondary education	76%
Average Daily Attendance	85 - 90 %

Top Three Design Features:

1. Professional Training Environment – An attractive, well-designed facility that conveys respect for the individual, creates student pride and stimulates performance
2. Self-Managed Performance Track – Student-staff partnership directed toward achieving objectives
3. Positive School Climate – An atmosphere that generates self-confidence, active participation and productive behavior

4. High Tech/High Touch Curriculum – The integration of computer technology and support from caring adults
5. Post-graduation Preparation – Plans ready to activate upon graduation
6. Community Engagement – The community viewed as a campus

Locations: 37 in Georgia, New Jersey, North Carolina, Pennsylvania, Virginia, and Washington state.

Contact: Gary Chapman, chapmang@cisnet.org

Web Site: www.cisnet.org

Civic Justice Corps (The Corps Network)

Description: Service is the centerpiece of the Civic Justice Corps model. Corps members engage in visible and valued service-learning projects designed to improve community health, safety, beauty, and sustainability, while earning a high school diploma or GED and an AmeriCorps education award. Coached by trustworthy adults, they gain essential life and work skills. While engaged in service, they develop the ability to solve problems in their communities and in their personal lives. An emphasis on energy conservation and the emerging green economy makes it especially unique. Empowered, responsible for others and for themselves, members move from being destructive in the community to being leaders and creative problem solvers in their communities.

Type of Program: Recovery

Years in Operation: 2

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)
- Formerly incarcerated and court-involved out-of-school, out-of-work, out of the mainstream young people.

Admissions Criteria: Civic Justice Corps enrolls ages 16-24, affirmatively recruiting court-involved and formerly incarcerated young men and women.

Approximate Annual Cost Per Student: \$4,000 per Corps member over base per corps member funding ranging from \$10,000 to \$20,000/member.

Outcomes:

Approximate Number of Students Served Annually	230
Approximate Number of Students Served Program to Date	462
% of students receiving high school diploma or GED	59%
% placed in employment or post secondary education	72.9%
Reduction in recidivism rate(40% - to 75% nationally)	9%

Top Three Design Features:

1. Service-Learning fosters a stewardship mentality, enhancing academic achievement and work readiness while also supporting students in giving back to their community
2. Individually planned wrap-around services reduce barriers to achievement
3. Formal partnerships with justice agencies (recruitment, referral and support in-corps) and high-growth industry employers with emphasis on the emerging green economy make this a model for systems change

Locations: 22; Fresno, CA; Oakland, CA; Sacramento, CA; San Diego, CA; Denver, CO; Washington, DC; Miami, FL; 6 locations in New Orleans, LA; Rockville, MD; Camden, NJ; 2 locations in New York, NY; Fremont, OH; Bend, OR; North Charleston, SC; Austin, TX; Madison, WI

Contact: Sally Prouty, sprouty@corpsnetwork.org

Web Site: www.corpsnetwork.org

Davidson County (North Carolina) Community College Get REAL (Real Educational Achievements for Life)/Ready for College Program

Description: The Get REAL/Ready for College program is for youth, ages 16-24, who have dropped out of Davidson County public schools and need an alternative program to complete a high school diploma. Many students who come to Get REAL initially have a functional level on the assessment test (TABE) of 6th grade or less. The program has a remediation program individualized to work with each student to insure his or her abilities to be successful in completing high school. The program offers support services to all students, financial assistance, and work experience for WIA eligible students.

Type of Program: Recovery

Years in Operation: 10

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or older ; Graduation Possible Within 1 Year)
- Other - please describe : Students 18-24 who complete a GED or Adult High School diploma and are transitioning to college

Admissions Criteria: Eligible students for the Get REAL/Ready for College program range in age of 16-21 who attend to get their high school credential or their GED (General Educational Development).all students are students whop have dropped out of traditional school and need to complete high school through an alternative program. Students' skills range from non-readers to those nearing high school completion level. The Get REAL program provides students with the opportunity to complete high school, obtain career counseling, receive support to prepare for college and opportunities for work experience and job shadowing. Get REAL is a collaborative program between Davidson County Community College and Davidson Works, our local Title 1 WIA/Workforce Development Board entity.

Approximate Annual Cost Per Student: is \$1330 per year, which includes support services offered

Outcomes:

Approximate Number of Students Served Annually	239
Approximate Number of Students Served Program to Date	1410
% of students receiving high school diploma or GED	68%
% placed in employment or post secondary education	50%
Average Daily Attendance	75%
Number who enter college	10%

Top Three Design Features:

1. High engagement of students in instructional components
2. Educational and Career Counseling Support Services on site
3. A collaborative program financially supported by two agencies

Locations: 2 Lexington and Thomasville in Davidson County, North Carolina

Contact: Brenda Brown, Program Director: bfbrown@davidsonccc.edu

Jonathan Thill, WIA Youth Coordinator: jmthill@davidsonccc.edu

Cheryl Jefferies, WIA Youth Coordinator: cjefferi@davidsonccc.edu

Web Site: www.davidsonccc.edu/

Diploma Plus ® (Recovery and Prevention)

Description: Diploma Plus (DP) provides a rigorous, relevant, and student-centered high school alternative for youth who have been underserved: by the traditional education system. DP is an alternative in the best sense of the word; its role is to transform our students’ learning experiences so they will achieve success in high school, college, and careers. DP Schools are primarily located in urban areas and serve students who are over-aged and under-credited, re-entering high school, or at risk of dropping out. DP is built around three phases, four essential components, and the support of DP staff and the networks of DP schools.

Type of Program: Recovery & Prevention

Years in Operation: 12 years

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old, 2 or More Years Off-Track for Graduation);
- Older & Far from Graduation (18 or Older, 2 or More Years from Graduation),
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)

Admissions Criteria: over-aged, under-credited; returning students, or students likely to drop out; 6th grade reading and math level, if possible; additional summer and afterschool supports if needed to bring students to that level

Approximate Cost Per Student: DP includes 1) full district per-pupil funding (with the size of school partly dependent on numbers needed to be viable with the local per-student allocation); 2) @ \$50,000 to support a planning and design phase and @ \$100,000/year for 2-3 implementation years; this pays for DP professional development, school coaching, materials and tools, network activities, and other supports.

Outcomes:

Approximate Number of Students Served: Annually	Since 2004: @3,200 / year
Approximate Number of Students Served: Program to Date	@11,100
% of students receiving high school diploma or GED	84 % of Plus Phase students
% placed in employment or post secondary education	82% of graduates placed in college (70% attending in first year, for those we were able to track); others placed in employment or the military

Top Three Design Features:

The DP model includes all key components of successful small schools as well as three unique elements:

1. Three phases of the model – Foundation, Presentation, and Plus Phase, based on demonstrated levels of student competency, not on age, grade level, or seat time;
2. An educational model built around four essential components – a supportive school culture; a performance based approach to teaching, learning, assessment, and grading; a future focus on college and careers; and effective supports; and
3. Participation in and benefit from larger networks of DP schools.

Locations:

16 locations, 24 schools or programs in 2008-09; additional to open in 2009-10

New England: Boston, Brockton, Cape Cod, Holyoke/Springfield, Lawrence, North Adams, Providence; *New York City:* Seven schools, with five more to open in next two years; *Greater Indianapolis:* Five schools in four districts; *California:* Los Angeles, Stockton, Woodland; *Michigan:* Benton Harbor. *Planned:* Baltimore, Nashville, and Newark.

Contact: John Niles, jniles@commcorp.org

Web Site: <http://www.commcorp.org/diplomaplus/index.html>

EdVisions

Description: The EdVisions model is a systemic change from the typical course and time-driven model. Students co-generate curriculum, based on state standards, with teacher-advisors. Students are organized into advisories rather than classes, and one advisor oversees the student's sojourn through the high school curriculum. The schools are highly personalized, build solid relationships and have high degrees of relevant learning and assessments. Students become motivated to learn, learn higher order thinking skills, and build hope for the future.

Type of Program: General

Years in Operation: 8

Type of Student Served: general population ages 12-18

Admissions Criteria: None

Approximate Annual Cost Per Student: No additional costs – almost all are public charter schools or district option initiatives

Outcomes:

Approximate Number of Students Served: Annually	3200
Approximate Number of Students Served: Program to Date	4000
% of students receiving high school diploma or GED	100%
% placed in employment or post secondary education	68%
Average Daily Attendance	84%
ACT average	21.9

Top Three Design Features:

1. Self-directed, project-based
2. Full time multi-age advisory
3. Authentic assessment

Locations: 55; Minnesota, Wisconsin, California, Nevada, Oregon, Washington, Kansas, Arkansas, North Carolina, New Jersey

Contact: Ron Newell, ron@edvisionschools.org

Web site: <http://www.edvisions.com/>

Ford Motor Company Fund has a long history of supporting education. Through our two premier outreach programs, the Ford Partnership for Advanced Studies and Ford Next Generation Learning Communities, we support communities nationally who want to change the way in which students learn their academics. By engaging students in real world, inquiry- and project-based curriculum, in a structure that supports collaborative learning, students have the opportunity to explore careers that are available to them in their community, learn their academics through the lens of that career and develop their social capital by developing relationships with business, industry and post-secondary partners in their community.

Web site: <http://www.ford.com/our-values/ford-fund-community-service>

Ford Partnership for Advanced Studies (Ford PAS)

Description: Ford PAS consists of 20 6 -8 week modules that links classroom learning with the challenges students will face in post-secondary education and the workplace of the future. The curriculum integrates academically rigorous standards based content with realistic application in content areas such as alternative energy, global economics, engineering and design, business, technology, personal finance, marketing, advertizing, etc. Innovative partnerships that connect local high schools with colleges and universities, community organizations and business provide real-world learning opportunities that are an essential component of the program. Through this curriculum, students also develop their 21st Century skills, such as critical thinking, problem solving, teamwork, communication, innovative and creative thinking – skills which are required to be successful in work and in life.

Type of Program: Prevention *Years in Operation:* Officially launched in 4th Quarter 2004.

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Middle through Post-Secondary

Admissions Criteria: No admission criteria – beneficial for all students!

Approximate Annual Cost Per Student: Ford PAS curriculum is downloadable for free from the Ford PAS website (www.FordPAS.org). Recommend teacher professional development for inquiry- and project-based pedagogy which can take place in community or at national training.

Outcomes:

Approximate Number of Students Served: Annually	30,000
Ford Partnership for Advanced Studies (Ford PAS)	
<ul style="list-style-type: none"> - Established in 2004; used in over 350 sites across 26 states. - Offered curriculum to more than 30,000 students since its launch. - Trained more than 3,000 educators. - Awarded the first-ever National Governors Association Public Private Partnership Award for innovative educational programming (2007). - Began long-term evaluation on program in 2008 	

Top Three Design Features:

1. Curriculum – grounded in academic challenges, 21st Century skills and real-world inquiry- and project-based learning

2. Partnerships – through Business/Education Advisory Council support students learning in various ways such as project mentors, reviewers of work, shadowing opportunities, internships, etc.
3. Teacher Professional Development and Technical Assistance

Locations: 26 States and 300 sites

Web site: <http://www.fordpas.org/>

Ford Next Generation Learning Communities

Description: Ford Motor Company Fund provided a grant to Social Marketing Services LLC to identify best practices in communities that had scaled up and sustained their career academy networks. Many school based, or district based education improvement strategies like career academies failed to sustain after changes in building or district leadership. This study led to the development of 12 best practices which serve as a road map for COMMUNITIES to use in building community and business alignment around this high school redesign model. Communities who have applied these best practices successfully show dramatic improvements like: reduced high school dropouts, reduced discipline problems, increased test taking and scores and lower academic remediation at both secondary and post secondary.

Type of Program: Prevention

Years in Operation: 2-1/2 Years

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- High School students of all capabilities who are interested in career themed small learning communities commonly called career academies.

Admissions Criteria: No admission criteria – beneficial for all students!

Approximate Annual Cost Per Student: Minimal

Top Three Design Features:

1. Community engagement around development of scalable and sustainable career academy and small learning community networks – engaging all key stakeholders in a community – workforce/economic development, k-12 districts, post-secondary, employers (business and industry) and local education or workforce foundations in alignment around this high school redesign model.
2. Technical assistance provided by an advisory team from various disciplines related to the recommended 12-point action plan.
3. Networking opportunities for communities across the country to share best practices and mentor other communities regionally.

Locations: 9 sites designation at NGLC and approximately 10 receiving support

- Florida – Pensacola, Ft. Myers, Daytona Beach
- California – Coachella Valley, Sacramento City
- Tennessee - Chattanooga

- Arkansas - Mountain Home
- New York - North Westchester County
- Pennsylvania - Philadelphia

In discussions with approximately 10-12 other communities about support

Contact: Cheryl Carrier, ccarrier@ford.com

Web site: <http://fordnglc.com/>

Description: The Gateway to College program serves youth 16 to 20 who have dropped out of school or are significantly behind in credits for their age. Students simultaneously accumulate high school and college credits in a diverse and flexible community college setting. All students begin in a foundation learning community and then transition to the comprehensive college campus, taking classes with the general population to complete their high school diploma requirements. Case management and personalized support continue throughout a student’s time in the program, which varies from one to four years, depending on how many credits they need to complete their diploma.

Type of Program: Recovery

Years in Operation: Since 2000 at model founder, since 2003 for replication

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)
- Overage Late Entrant ELL Students (*if English is at 8th grade level*)

Admissions Criteria:

Students aged 16 to 20 who have dropped out of high school or are significantly behind in credit for their age and are unlikely to graduate. Most students have a GPA of 2.0 or below. Students must have a minimum eighth-grade reading level to qualify for the program and demonstrate the desire to complete their high school diploma requirements in a community college environment.

Approximate Annual Cost Per Student:

This model uses K - 12 funding to pay for student tuition, books and support. Districts pass the majority of per-pupil expenditures through to the college to support the program. Cost per student depends on college tuition and labor costs, and K - 12 pass-through amounts, which vary across the nation. Some programs supplement K - 12 funds with WIA dollars, local grants, state lottery tuition assistance, or college Foundation support, but the basic model can be funded with K - 12 pass-through to community colleges who administer the program.

Outcomes:

Approximate Number of Students Served: Annually	Programs serve 50 to 250 students per year, depending on size and # of school district partners
Approximate Number of Students Served: Program to Date	4,300
% of students receiving high school diploma or GED <i>Note: On average, GtC students are about two-thirds of the way to an AA degree at the time of their HS graduation. More than 99% of graduates plan to continue college.</i>	236 HSD*
% placed in employment or post secondary education	100% PSE
Average Daily Attendance	88%
Number of college courses taken (for dual credit) earning a C or better	Over 34,000

* Too soon for percentage results: most students need 2.5 to 3.5 yrs in the program to complete a HS diploma. More than 1,000 students are in the pipeline to graduate.	
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Top Three Design Features:

1. Community colleges offer flexibility, diversity, and a motivating connection to further education and careers for students who did not thrive in the traditional comprehensive high school environment. Through a program of high expectations and equally high levels of support, young people get a second chance to re-engage with education and create a better life.

2. All students begin in a Foundation learning community that boosts basic academic skills and academic habits, and helps them connect to a positive peer group. When students complete the curriculum by passing four required classes with a C or better, they transition to the comprehensive campus and begin taking classes with the general college population to complete their high school diploma requirements. On average, students enter with a 1.7 GPA and less than half of the credits needed for a diploma.

3. Students receive wrap-around support from resource specialists who act as mentors, coaches, advisors, and conduits to community resources. Resource specialists collaborate with instructors to support students inside and outside of the classroom. Gateway to College works with foster youth, adjudicated youth, English Language Learners, teen parents, students with work or family responsibilities, students who didn't fit in well in traditional high school, and young people recovering from homelessness, drug and alcohol addiction, and abuse.

Locations: 24 colleges in 14 states, partnering with 111 school districts

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|---|---|
| <ul style="list-style-type: none"> ▪ Kirkland, WA ▪ Portland, OR ▪ Oregon City, OR ▪ Oakland, CA ▪ Riverside, CA ▪ Westminster, CO ▪ Pueblo, CO ▪ Mesquite, TX ▪ San Antonio, TX ▪ San Antonio, TX (second site) ▪ St. Louis, MO | <ul style="list-style-type: none"> ▪ Decatur, GA ▪ Savannah, GA ▪ Pendleton, SC ▪ Spartanburg, SC ▪ Elizabeth City, NC ▪ Rockville, MD ▪ Philadelphia, PA ▪ Rochester, NY ▪ Brockton, MA ▪ Gardner, MA ▪ Holyoke, MA |
|---|---|

Contact: Laurel Dukehart, ldukehart@gatewaytocollege.org

Web site: www.gatewaytocollege.org

Job Corps

Description: Established in 1964, Job Corps is the nation's largest residential, educational and career technical training program for economically disadvantaged youth, ages 16 through 24. Job Corps centers are open 24 hours a day, 365 days a year, with two-week academic breaks held twice each year. Over its 44-year history, Job Corps has trained and educated more than two million young Americans, serving approximately 62,000 youth annually. The Job Corps program is administered by the U.S. Department of Labor (DOL) with the purpose of helping America's economically disadvantaged youth break down the many barriers to employment. Job Corps was originally established by the Economic Opportunity Act of 1965.

Type of Program: National Residential Educational and Career Technical Training Program

Years in Operation: 44 years

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)
- Overage Late Entrant ELL Students

Admissions Criteria: 16 to 24 years of age, US citizen or an employment eligible legal resident, low income, skills deficient or requiring addition education and training.

Approximate Annual Cost Per Student: Approximately \$26,000 per residential applicant

Outcomes::

Approximate Number of Students Served: Annually	62,000
Approximate Number of Students Served: Program to Date	2,000,000+
% of students receiving high school diploma or GED	43%
% placed in employment or post secondary education	73%
Average Daily Attendance	41,000

Top Three Design Features:

1. Open Entry/Exit
2. Residential
3. National Program with 122 locations.

Locations:

Job Corps has 122 centers in 48 states, the District of Columbia and Puerto Rico.

Contact: Rachel Floyd Nelson, Floyd-Nelson.Rachel@dol.gov

Web site: <http://jobcorps.dol.gov/>

Maya Angelou – See Forever Foundation

Description: The See Forever Foundation supports the Maya Angelou Public Charter School, a multi-campus collaboration of two successful alternative high schools and an alternative middle school in Washington, D.C. The foundation also operates the Oak Hill Academy, located in the long-term secure facility for D.C. youth adjudicated delinquent, as well as a Transition Center that supports students released from Oak Hill. Our mission is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential and prepare for college, career and a lifetime of success.

Type of Program: Recovery and Prevention

Years in Operation: 10

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Middle School students who are two or more grade levels behind

Admissions Criteria: The Maya Angelou Public Charter School has an open enrollment policy. Accordingly, all students in the District of Columbia are eligible to enroll in our middle (6th-8th grade) and high school (9th-12th grade) programs. Students are accepted regardless of background or academic record on a first-come, first-served basis. By mission however, our target population is District students who have failed to succeed in our city’s larger public schools. More specifically, our goal is that at least 50% of our students fall into one or more of the following categories: (1) youth involved at some point in the juvenile delinquency system; (2) youth involved in the foster care/neglect system; (3) youth who failed, dropped out of, or were expelled from a previous grade. To achieve this goal, we receive referrals from probation officers, social workers, court judges, child advocates, and even guidance counselors from public middle and high school programs that refer students who may not be successful at their current school.

In 2007, the See Forever Foundation assumed management of the Oak Hill Academy – located in the long-term secure facility for D.C. youth who have been adjudicated delinquent – and an affiliated Transition Center that supports students released from Oak Hill as they transition back into their communities. The Oak Hill Academy serves young men aged 11-21 who are committed to the Oak Hill detention facility. The See Forever Foundation operates the academy under a contract with the District of Columbia Department of Youth and Rehabilitative Services.

Approximate Annual Cost Per Student: Approximate base funding is \$17,500

Outcomes:

Approximate Number of Students Served Annually	600*
Approximate Number of Students Served Program to Date	Difficult to approximate, but we have been operating schools since 1997
% of students receiving high school diploma or GED	85-90%
% placed in employment or post secondary education	80%
Average Daily Attendance	84%

Top Three Design Features:

1. Comprehensive school model emphasizing academic growth, promoting socio-emotional learning, and offering programs to support the transition from high school to college and work;
2. Comprehensive socio-emotional learning component integrated in school model offers mental health services designed to foster socio-emotional learning for all students;
3. Extended day programming including tutoring and homework support, enrichment classes, and a workplace learning program to build employment skills and provide workplace learning opportunities

Locations: 2 High School, 1 Middle School, 1 Juvenile Detention Facility all in Washington D.C.

Contact: Lucretia Murphy, lmurphy@seeforever.org

Website: www.seeforever.org

National Academy Foundation

Description: The National Academy Foundation (NAF) is an acclaimed network of high school career academies predominately based in urban districts that offer students rigorous, career-themed curricula based on industry and educational expertise. Each year, NAF serves 50,000 young people in 500 Academies across the country through Academies of Finance, Engineering, Hospitality & Tourism, and Information Technology.

NAF was founded by Sanford I. Weill, Chairman Emeritus of Citigroup Inc., as a partnership between business leaders and educators. Employees of more than 2,500 businesses support NAF students by securing paid internships, volunteering in classrooms, acting as mentors, and serving on local Advisory Boards.

Type of Program: Prevention

Years in Operation: 26

Type of Student Served: 14-18 yr old, academic "middle 60%"

Admissions Criteria: Interest in one of our career themes: Finance, Hospitality & Tourism, Information Technology, and Engineering

Approximate Annual Cost Per Student:

Outcomes:

Approximate Number of Students Served: Annually	50,000
Approximate Number of Students Served: Program to Date	More than 100,000
% of students receiving high school diploma or GED	90% nationally
% placed in employment or post secondary education	80% go on to post secondary education nationally
Average Daily Attendance	50,000

Top Three Design Features:

1. Nationally developed, industry vetted curriculum and professional development and technical support for instructional design
2. Involvement of local business people through Advisory Boards
3. Paid Internships and workplace experiences

Locations: 487 Academies in 173 School Districts nationwide in 40 states and the District of Columbia

Contact: Colleen Devery, cdevery@naf.org

Web site: www.naf.org

National Association of Street Schools dba StreetSchool Network™

Description: StreetSchool Network™ has nearly 50 member schools nationwide operating “educational intensive care units” for disadvantaged youth who have struggled to find personal and educational success and have dropped-out or been expelled from public school or find themselves vulnerable to educational failure.

A “Street School” is a small (30-80 kids; 10-to-1 student/teacher ratio), alternative, faith or community-based school with a powerful culture of one-on-one relationships between adults and students. The average Street School student:

- Is a minority (72% of our students are African American and Hispanic)
- Lives in a single parent home
- Comes from low-income neighborhood (63% of our students are living in poverty)
- Lacks adult interaction and intervention
- Struggles with anger and low self-esteem as a result of major loss
- Faces higher rates of teen pregnancy and juvenile delinquency.

Member schools educate the “whole student,” with programs addressing academic rigor toward earning a high school diploma, career preparation, life-skills building, economic literacy and spiritual and character development. Additionally, StreetSchool Network™ resources the schools based on our Street School Model of best practices, curriculum, programs, methodologies and 20+ years experience.

Type of Program: Recovery & Prevention; some residential facilities

Years in Operation: Network has been operating since 1996, founding school, Denver Street School since 1985

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)

Admissions Criteria: Open Enrollment - One of our core values is that member schools follow an access for all policy and discriminate against students for no other reason than that they don’t desire to be in the school.

Approximate Annual Cost per Student: Costs range depending on the city and extra services offered (such as addiction treatment and residential services), average is \$7,500/year.

Outcomes:

Approximate Number of Students Served: Annually	4,000
Approximate Number of Students Served: Program to Date	1,250 grads since 2000
% of students receiving high school diploma or GED	87%
% placed in employment or post secondary education	81%
Average Daily Attendance	86%
Average student GPA increase over previous school experience	67%
Teen parents Served: since 2000	333

Top Three Design Features:

1. Student Learning & Career Transition Plans for Every Secondary Student
2. Each Student Assigned A Teacher/ Advocate who serves as a mentor & coach
3. Economic literacy experiences integrated into the curriculum through Infusionomics (teaching as part of subject matter), Economis (token economy) and Entrepreneurship (school-based business opportunities)

Locations: 44 schools in 23 states

- Locations: California: Pasadena (1), San Francisco (1)
- Colorado: Colorado Springs, CO (1), Denver, CO (4), New Castle, CO (1),
- Connecticut: Danbury (1)
- Georgia: Forest Park/ Atlanta (1), Augusta (1)
- Iowa: Davenport (1)
- Illinois: Chicago (3), Rockford (1), Flannigan (1)
- Louisiana: New Orleans (1)
- Maryland: Capital Heights (1)
- Michigan: Grand Rapids (2)
- Mississippi: Mendenhall (1)
- Nebraska: Omaha (1)
- New Jersey: Camden (1)
- New York: Syracuse (1), New York City (3)
- North Carolina: Winston-Salem (1)
- Ohio: Cleveland (1), Columbus (1)
- Oklahoma: Oklahoma City (1), Tulsa (1)
- Pennsylvania: Philadelphia (3)
- South Carolina: Myrtle Beach (1)
- Tennessee: Memphis (1)
- Texas: Carrollton (1)
- Virginia: Richmond (2)
- Vermont: Hartford (1)
- Washington: Bellevue (1), Seattle (1), Tri-cities (1)

Contact: Wendy Piersee, wpiersee@yahoo.com

Website: <http://www.streetschoolnetwork.org/>

New York City Department of Education’s Educational Multiple Pathways: Transfer Schools with Learning to Work

Description: 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.

Type of Program: Recovery; Transfer Schools are recuperative. This differs from the below definition of recovery because students may or may not have been out of school, yet they were off-track to graduation.

Years in Operation: 4

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)

Admissions Criteria: Transfer Schools accept students who have been enrolled in high school for at least one year and choose to make a change. Students are typically 16 or 17 when they enroll. Each Transfer School determines admissions criteria individually. Transfer schools under the LTW expansion focus on student entering with 0-11 credits.

Approximate Annual Cost Per Student: On average, Learning to Work funds an additional \$3,500 per student above the Transfer School per pupil allocation. The fair student funding weight for Transfer School students is approximately an extra \$1,500 per pupil.

Outcomes:

Total Seat Capacity	11,100 4,630 with LTW
% of students receiving high school diploma or GED	56% (compared to a citywide average of 19% for the same population in large articulated high schools)
Average Daily Attendance	78%, compared to an average of 40% before entering the Transfer School
Average Credits Earned Per Year	8.9 compared to an average of 4.9 before entering the Transfer School

Top Three Design Features:

1. Partnership. Transfer Schools operate as partnerships between the Department of Education and a community-based organization that is contracted to provide **Learning to Work Services** in an integrated fashion with academics. LTW Services include:

- **Program and Student Support Services** including support for recruitment, intake and orientation; attendance outreach and engagement, case management and referral to services; group counseling, leadership development, etc.
- **Employability Skills Development, Career Exploration and Post-Secondary Planning** which includes career exploration and development of an individual career plan; support for college choices and application process; and development of employability skills.

- **Supported Internships** including identifying internship sites, placing and supervising students in paid internships of 10-15 hours a week; conducting weekly seminars for students who are in the internships to help link the internships experience with career and college exploration; providing work skills development workshops.
 - **Job Preparation** including support for transition into unsubsidized employment.
- 2. Effective Classroom Instruction.** Our approach is founded on a strength-based youth development model that first and foremost emphasizes rigorous and relevant instruction tailored to the needs of individual students. Rigor and relevancy is attained through inquiry-based teaching and learning that breathes interest and purpose into the school's curriculum. Precision instruction is characterized by a common set of learning /literacy strategies used by teachers across all content areas. Finally, all skill-building occurs in a technologically rich learning environment designed to prepare students for 21st Century Careers and Citizenship.
- 3. Youth Development.** Transfer School instruction is anchored in a youth development framework where
- Students are linked to at least one adult in a structured and personalized way.
 - Students are exposed and introduced to challenging learning activities. All school staff have high expectations of students.
 - Students are given ample opportunities to contribute to their school community. Create opportunities for youth ownership of programs, space, policies and procedures.
 - School creates a sense of belonging and continuity for students when they enter the program and beyond the time when they leave the program

Locations: There are 22 Transfer Schools with Learning to Work. Additionally, there are another 15 Transfer Schools city-wide.

Brooklyn

Metropolitan Diploma Plus H.S.
 Olympus Academy
 South Brooklyn Community H.S.
 West Brooklyn Community H.S.
 Aspirations Diploma Plus H.S.
 Brooklyn Academy H.S.
 Brooklyn Bridge Academy
 Brooklyn Democracy Academy
 Brooklyn H.S. for Leadership and Community Service
 Brownsville Academy H.S.
 Bushwick Community H.S.
 Liberation Diploma Plus H.S.

Manhattan

Cascades H. S. for Teaching and Learning
 Harlem Renaissance H.S.
 Manhattan Comprehensive Night and Day H.S.

Queens

North Queens Community H.S.
 Voyages Preparatory H.S.

Bronx

Bronx Community H.S.
 Bronx Haven H.S.
 Crotona Academy H.S.
 Jill Chaifetz Transfer School
 P.U.L.S.E. H.S.

Contact: Tom Pendleton, tpendleton@schools.nyc.gov

Web site: <http://schools.nyc.gov/Offices/OMPG/LearningtoWork/default.htm>

**New York City Department of Education’s Educational Multiple Pathways: Young Adult
Borough Centers (YABC)**

Description: 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.

Type of Program: Recovery *Years in Operation:* 4

Type of Student Served:

- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)

Admissions Criteria: To be eligible, students must be at least 17.5 years old, have attended high school for four or more years, and have 17 or more credits.

Approximate Annual Cost Per Student: On average, Learning to Work funds an additional \$2,900 per student above the YABC per pupil allocation.

Outcomes:

Total Seat Capacity	5,750 5,250 with LTW
% of students receiving high school diploma	44% (compared to a citywide average of 19% for the same population in large articulated high schools)

Top Three Design Features:

1. **Partnership.** Transfer Schools operate as partnerships between the Department of Education and a community-based organization that is contracted to provide **Learning to Work Services** in an integrated fashion with academics. LTW Services include:
 - **Program and Student Support Services** including support for recruitment, intake and orientation; attendance outreach and engagement, case management and referral to services; group counseling, leadership development, etc.
 - **Employability Skills Development, Career Exploration and Post-Secondary Planning** which includes career exploration and development of an individual career plan; support for college choices and application process; and development of employability skills.
 - **Supported Internships** including identifying internship sites, placing and supervising students in paid internships of 10-15 hours a week; conducting weekly seminars for students who are in the internships to help link the internships experience with career and college exploration; providing work skills development workshops.
 - **Job Preparation** including support for transition into unsubsidized employment.
2. **Innovative Schedule.** Classes are held in the evening from 4:00 pm to 9:00 pm to allow students to take care of their adult responsibilities during the day. Classes are scheduled in 90

minute blocks that are held twice a week on alternate nights for a Mon-Wed; Tues-Thurs program and additional Friday and Saturday classes at many sites. The YABC is a program, not a school and students only attend the classes they need to obtain their diploma.

3. **Individually Tailored Academics.** Students' academic programs are individually tailored to fulfill the course requirement they specifically need to earn a diploma. YABCs offer the same rigorous academics that students would get in their day school, combining traditional curricula, project-based learning, and dedicated test preparation. In addition, they utilize independent study and technology-based course work to supplement classroom work and enable students to accumulate credits quickly and stay reconnected.

Locations: 23

Bronx

Adlai Stevenson H.S. YABC
Christopher Columbus H.S. YABC
Grace Dodge H.S. YABC
Harry S Truman H.S. YAB
Herbert Lehman H.S. YABC
James Monroe Educational Campus YABC
John F. Kennedy H.S. YABC
Walton Campus YABC

Brooklyn

Abraham Lincoln H.S. YABC
Automotive H.S. YABC
Canarsie H.S. YABC
Downtown Brooklyn YABC
Erasmus Campus YABC

Franklin Delano Roosevelt H.S. YABC
South Shore Educational Complex YABC
Thomas Jefferson Campus YABC

Manhattan

Brandeis H.S. YABC
George Washington Educational Campus
YABC
Washington Irving H.S. YABC

Queens

Flushing H.S. YABC
H. S. for Arts & Business YABC
John Adams H.S. YABC

Staten Island

Tottenville H.S. YABC

Contact: Tom Pendleton, tpendleton@schools.nyc.gov

Web site: <http://schools.nyc.gov/Offices/OMPG/YouthAdultBoroughCenters/default.htm>

Reengagement Center – School District of Philadelphia

Description: The Re-engagement Center provides young people who have disconnected from school with skill assessment and direct placement into education programs that best meet their individual needs. The Center also connects youth to comprehensive resources, such as childcare and employment, which support successful educational outcomes and the attainment of a high school diploma or GED. Center-based services include a full academic assessment, as well as an interview and self-report behavioral measure to determine potential challenges to making the transition back to education. Re-engagement Center staff monitor youth progress in education programs for 120 days and provide support and resources as needed during that period.

Type of Program: Recovery

Years in Operation: 6 months (Opened May 12, 2008)

Type of Student Served:

- Young & Far from Graduation (15 - 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)
- Overage Late Entrant ELL Students
- Adults ages 22+ interested in earning a HS diploma or GED

Admissions Criteria: The Reengagement Center is a citywide one-stop for anyone looking to reconnect to educational options; therefore, *we do not have age or academic skill criteria to use Center services.* The Center focuses on youth between the ages of 16 and 21 who have disconnected from school, however, we also serve younger youth and older adults seeking educational options. This includes the following specialized populations: chronically truant students, overage and under-credentialed youth, youth struggling academically due to personal barriers (low literacy, pregnancy, homelessness, etc.), and students returning from residential treatment facilities or court placement. Parents or caseworkers of disconnected youth are also encouraged to seek students for their students.

*Approximate annual cost per student – \$216 per youth in Year One (*Assumes serving 2,500 youth per year)*

- Initial Start Up Costs (facility upgrades, equipment): \$110,000
- Annual Operating Expense Year One (Full time & part time staff, testing materials, Office supplies, printing, etc.) \$440,000

Outcomes:

Approximate Number of Students Served: Annually	2,500
Approximate Number of Students Served: Program to Date	1,128
% of students receiving placement for high school diploma	85%
% placed in GED programs	15%
Monthly Traffic (approximate)	225

Top three design features:

1. Centrally located one-stop for all out-of-school youth or youth at-risk of dropping out to learn about how to reconnect to school and access supportive services
2. Partnership with City of Philadelphia, including blended funding for staffing

3. Literacy/numeracy testing, behavioral health assessment, and referral to employment and childcare services available on site with direct placement into District and community-sponsored educational programs

Locations: 1 in Philadelphia, PA

Contact: Jenny Bogoni, jbogoni@pyninc.org

Web site: <http://www.projectuturn.net/index.html>

U.S. Department of Labor: Pre-Apprenticeship Programs

Description: The key concept of a Registered Apprenticeship program is that it must combine *paid on-the-job learning* with *classroom instruction*. This approach gives the employer the ability to select and train workers to meet their industries' specific skills needs. This relationship is entered into under apprenticeship training Standards, which establishes the terms and expectations of training for all parties. This model is extremely effective and mutually rewarding in that apprentices are able to earn a wage while they learn and employers have an effective recruitment tool to select workers willing to learn a new trade or skill.

Type of Program: Apprenticeship is paid on-the-job learning combined with related theoretical training.

Years in Operation: 70

Type of Student Served:

- Registered Apprenticeship focuses on the working age population.
 - FY07 Active Youth Ages: 16-19 = 12,803
 - FY07 Active Youth Ages: 19-23 = 76,314

Admissions Criteria: Most programs require applicants to be at least 16 years old, but some programs require applicants be at least 18 years old.

Approximate Annual Cost Per Student: Both private and public sector organizations operate Registered Apprenticeship programs. The method for paying for training varies from sponsor to sponsor, however many sponsors pay most of the training costs, while simultaneously increasing the wages of the apprentices as their skill levels increase.

Outcomes:

Total Active Apprentices*	468,000
Retention Rate*	83%
Hourly Wage Gain*	\$1.50/hr
New Registered Apprentices*	212,000

*Statistics as of FY 2007

Top Three Design Features:

1. Paid Employment
2. On-the-job learning
3. Related Theoretical Instruction

Locations: 50 states and 3 territories

Contact: Franchella Kendall, Kendall.Franchella@dol.gov

Web site: <http://www.doleta.gov/jobseekers/apprent.cfm>

Year Up

Description: Year Up's high-expectation, high-support program combines marketable job skills, stipends, paid apprenticeships, college credit, a behavior guidance system and several levels of support to place these young adults on a viable path to economic self-sufficiency. During the first six months, students attend classes at Year Up, learning technical skills that allow them to succeed in entry level IT positions without a college degree. During the second six months, Year Up students gain experience in apprenticeships at leading companies such as State Street Corporation, Merrill Lynch and Partners HealthCare. After graduation, students continue to receive support and build their professional networks through Year Up's Alumni Association. Over the next few years, Year Up will create a network of sites with an explicit goal of serving more than 10,000 urban young adults by 2016. Ultimately, Year Up's goal is to create and implement a replication model that will enable us to effectively serve tens of thousands of urban young adults across the country.

Type of Program: Other - Post High School graduation

Years in Operation: 8

Type of Student Served: intensive one-year program serves low-income high school graduates and GED recipients between the ages of 18-24 from urban neighborhoods.

Admissions Criteria: High school graduates who need guidance and opportunities to transition from high school to livable wage careers and higher education

Approximate Annual Cost Per Student: Not provided

Outcomes:

- 100% student placement in apprenticeships
- 90% positive apprenticeship feedback
- 83% retention of students
- 87% of students placed in professional positions w/ average wage of \$15/hr • 65% of students gain college acceptance; 43% are currently attending college while working
- 80+ apprenticeship partners, funding more than 50% of operating costs
- Partnerships with Cambridge College, Johnson & Wales University and Pace University to grant college credit

Top Three Design Features:

1. Paid Apprenticeships
2. College Credit
3. Behavior Guidance System

Locations: Boston, New York city, Providence, Washington, DC, and soon in San Francisco

Contact: Tamika Mason, tmason@yearup.org

Web site: <http://www.yearup.org/>

Description: At YouthBuild, low-income youth ages 16-24 work toward their GED or high school diploma while learning job skills by building affordable housing for low-income people. Emphasis is placed on leadership development, community service, and on a positive mini-community of adults and youth committed to each other’s success. College and career readiness skills are developed and placement help is provided. YouthBuild programs are small (40-60 students) and are usually operated by community-based and faith-based nonprofit organizations. YouthBuild schools are typically larger (60 - 220 students) and may be charter or alternative schools. The US DOL funds YouthBuild; local programs also receive state and local government funds as well as private funding.

Type of Program: Recovery *Years in Operation:* 30

Type of Student Served:

- Young & Far from Graduation (16 or 17 years old; 2 or More Years Off-Track for Graduation)
- Older & Far from Graduation (18 or Older; 2 or More Years from Graduation)
- Older, Close to Graduation (18 or Older; Graduation Possible Within 1 Year)
- Overage Late Entrant ELL Students

Admissions Criteria: The core admissions requirements for YouthBuild programs around the country are low-income youth ages 16-24 without a high school diploma. The program also accepts a small percentage of students who have a high school diploma or a GED but who are basic skills deficient.

Approximate Annual Cost Per Student: \$15,000 to \$20,000 a year, which includes student stipends.

Outcomes:

Approximate Number of Students Served Annually	8,000
Approximate Number of Students Served Program to Date	76,000
% of students receiving high school diploma or GED	36 %
% placed in employment or post secondary education	76%
Average Daily Attendance	80%
Average Wage at Placement*	\$8.60/ hour

*across the US

Top Three Design Features:

1. Academics provided with job training, youth receive stipends
2. Community Service and leadership development
3. Post secondary and career skills development and placement supports

Locations: 226 locations in 42 states. There are YouthBuild programs in almost every state in the U.S as well as Puerto Rico and the Virgin Islands. They are located in distressed urban areas, impoverished rural communities, and on Native American reservations.

Contact: Sangeeta Tyagi, styagi@youthbuild.org

Web site: www.youthbuild.org

Youth Connection Charter School - Chicago, Illinois

Description: Youth Connection Charter School (YCCS) was established in 1997 to retrieve and re-engage high school students who have dropped out, or are at risk of dropping out. Today, YCCS is one of the largest such public alternative education system in the country with 21 schools. YCCS serves a very diverse student pool with a wide variety of completion options. These students have dropped out or have not been successful in traditional high school settings. YCCS gives vulnerable youth a second chance to earn a high school diploma and the skills to access higher education and the world of work.

Years in Operation: 11

Type of Program: Four (4) Models designed to meet and fill the skills gap (beyond credit recovery):

- Pathway Model (Blended Early College/Career)
- Theme School (all course content and educational activity is focused on common themes, such as Ecology, Social Justice, etc.)
- Targeted Options
- Credit Recovery (needing 3-5 credits)

Type of Students Served: YCCS' students are 16-21 years old with a combination of challenging social-emotional barriers who have dropped out of school or otherwise become identified as "at-risk" because they have fallen off-track, and are under credited, over age, chronically truant, or have low-to-moderate skill levels that are not competitive or marketable enough to provide a self-sustaining life into the future.

Admissions Criteria: All students in District #299 are eligible for enrollment

Approximate cost per student: \$8,500

Outcomes:

YCCS' outcomes over a 10-year period include:

- Retrieved and re-engaged over 10,500 dropouts
- Graduated over 7,800 former dropouts
- Graduation percentage: 56%-68%
- Retention rate (Persistence Rate): 72%
- Attendance rate average: 81%
- Average percentage of students experiencing reading gain of 8 months or more in each year: 73%
- Average annual reading gain: 2.0
- Average percentage of students experiencing math gain of 8 months or more in each year: 72%
- Average annual math gain: 1.9
- 79% of graduates continue into post-secondary education or employment

Top Three Design Features:

- Community partnerships that support students' academic and non-academic experiences
- Adoptive school structures and schedules that maximize student learning opportunities
- A variety of completion strategies, pathways and strategies to post-secondary

Locations:

- 21 alternative school campuses throughout Chicago

Contact: Sheila Venson, sheilavensonyccs@aol.com

Web site: <http://www.yccs.us/>