

# Incorporating At-Promise Students Into Social Justice Agendas

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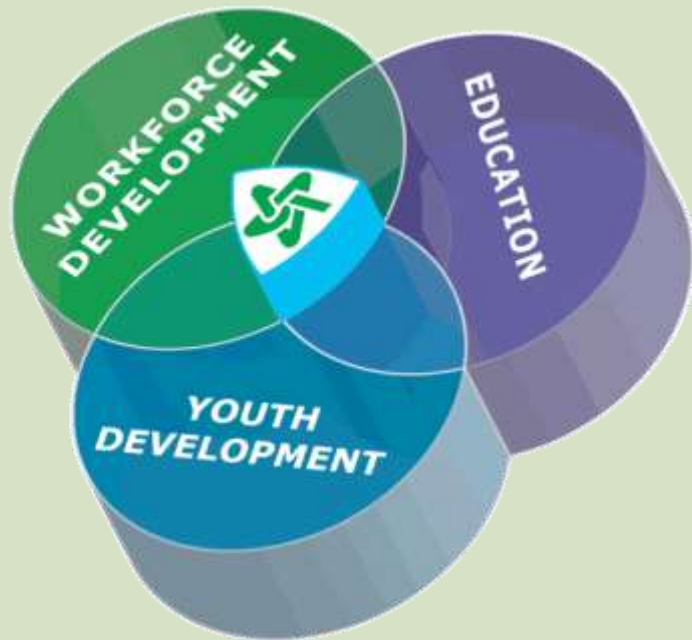
# INCORPORATING AT-PROMISE STUDENTS INTO SOCIAL JUSTICE AGENDAS

**Mala B. Thakur , Executive Director**

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# ABOUT NYEC



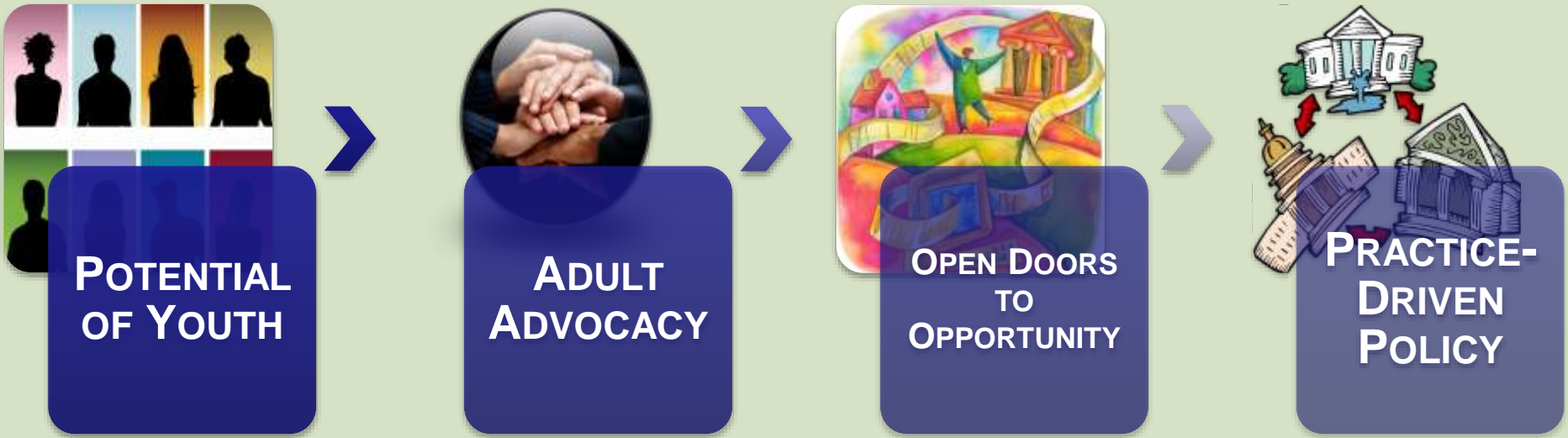
- **National member network** established in 1979.
- **Mission:** improve the effectiveness of organizations that help youth become productive citizens.
- **Members:** direct service providers, researchers, policymakers, advocates, intermediaries and technical assistance providers from across the nation.
- **Our Work:** NYEC promotes youth centered quality standards; monitors, proposes and influences policy decisions, and convenes professional development opportunities.



# SOCIAL JUSTICE IN NYEC'S VALUES



## NYEC CORE VALUES

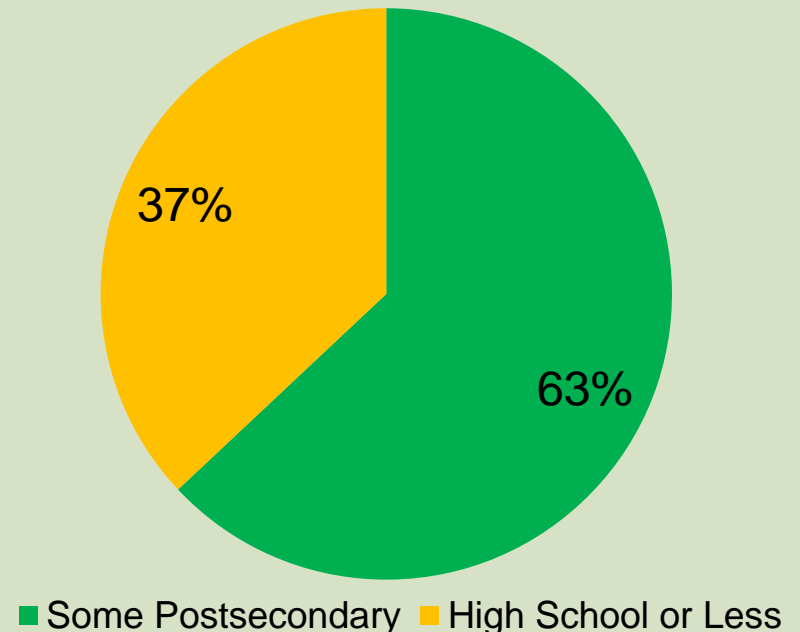




## WHY EDUCATION?

- 21<sup>st</sup> century economy requires postsecondary credentials to earn a living wage.
- Equity in access to quality secondary education that prepares students for college and careers is critical for economic success.

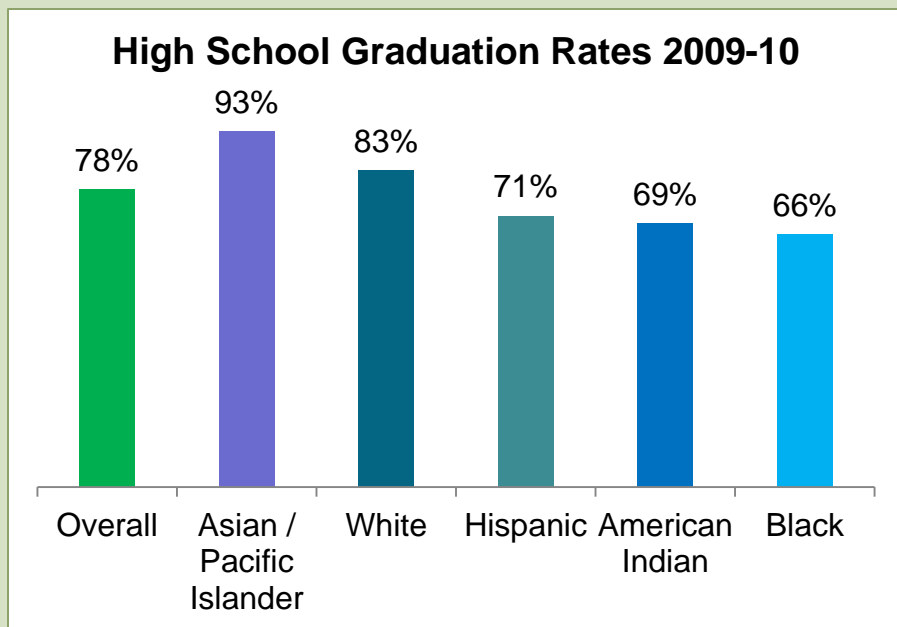
## 47 Million Jobs Projected by 2018



*Based on Carnevale A. P., Smith, N., Strohl, J. (2010). Georgetown University Center on Education and the Workforce. Help Wanted: Projections of Jobs and Education Requirements Through 2018.*



## GRADUATION RATES



## COLLEGE READINESS

- 26% of ACT takers met College Readiness Benchmarks in all 4 subjects (English, Reading, Math, Science). 31% did not meet any benchmarks.\*\*

\* Based on Stillwell, R. & Sable, J. (2013). U.S. Department of Education. Public School Graduates and Dropouts from the Common Core of Data: School Year 2009-10.

\*\* ACT. (2013). The Condition of College and Career Readiness 2013.



## COLLEGE ACCESS

- Graduates of high-income schools more likely to enroll in college right after graduation (70%) than graduates of low-income schools (62%).\*
- College-ready Black and Hispanic students are less likely to enroll in selective institutions than their White peers.\*\*

## DISCONNECTION

- 21 % of low income youth ages 16-19 are not working or in school.\*\*\*
- Youth of color are more likely to be disconnected (16% each African American and Latino youth vs. 11% White youth).\*\*\*

\* National Student Clearing House Research Center (2013). *High School Benchmarks 2013*

\*\* Carnevale A. P., Smith, & Strohl, J. (2013). *Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege*. Washington, D.C.: Georgetown University Center on Education and the Workforce.

\*\*\* The Annie E. Casey Foundation. (2012). *Youth and Work: Restoring Teen and Young Adult Connections to Opportunity*. Kids Count Policy Report.



# OPPORTUNITIES

## NATIONAL

- Building partnerships on key issues: GED 2014, graduation rates, employment.
- Growing awareness of disparity in access.
- Reauthorizations: WIA, ESEA, HEA.
- Promising Interventions: Postsecondary Success Initiative / Back on Track

## LOCAL

- Re-Engagement Centers in Boston, Newark, Philadelphia, Portland, Des Moines, etc.
- Los Angeles Reconnections Academy (LARCA).





# NATIONAL NETWORKS



<http://www.campaignforyouth.org/>



<http://www.ccrynetwork.org/>

**NATIONAL  
COLLABORATION  
FOR YOUTH**

<http://www.collab4youth.org/>



<http://aspencommunitysolutions.org/the-fund/opportunity-youth-network/>

***For More Information:***

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***Executive Director***

**National Youth Employment Coalition**

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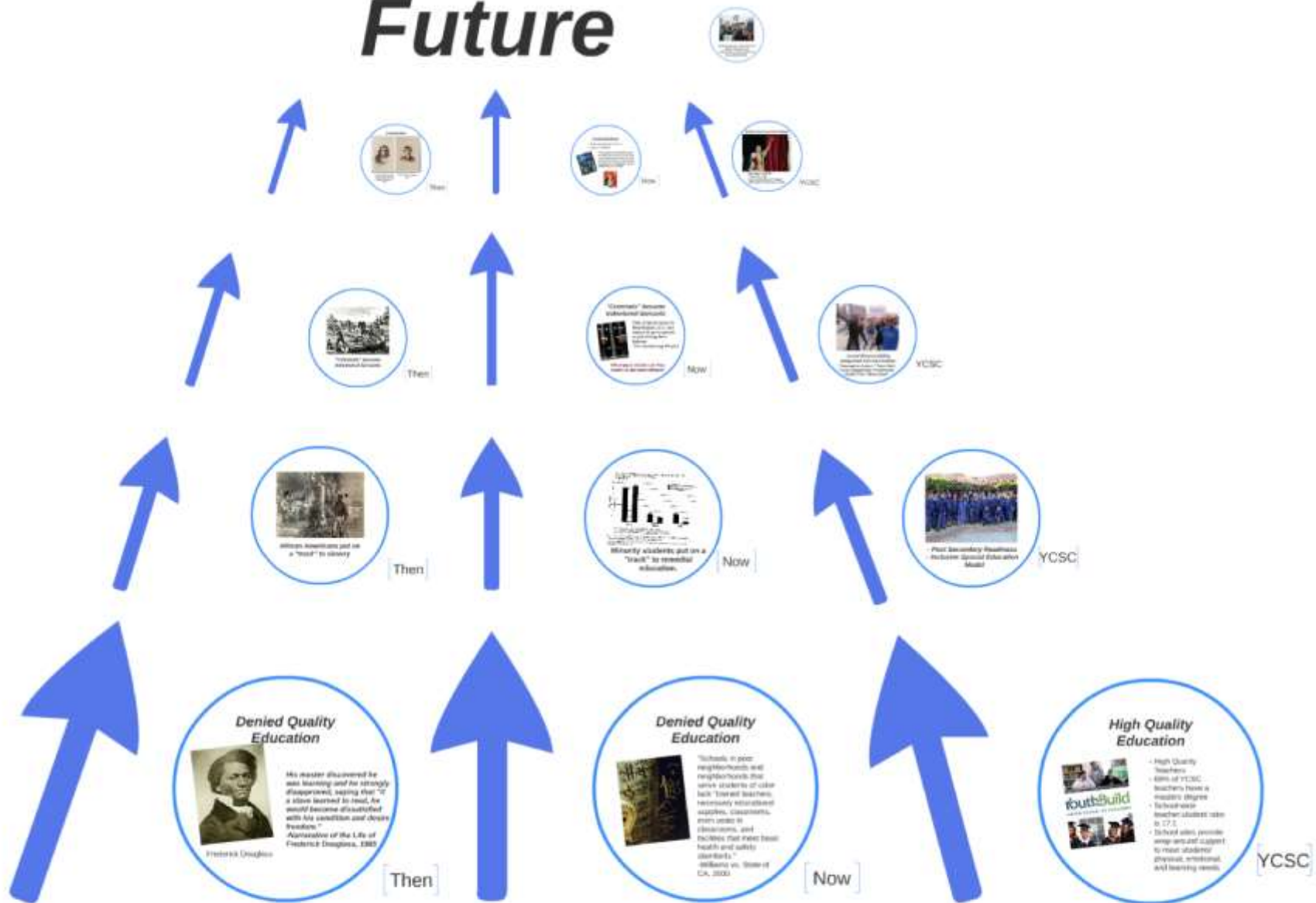
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**[www.nyec.org](http://www.nyec.org)**

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# Future



## THEN & NOW

**YouthBuild**  
CHARTER SCHOOL OF CALIFORNIA

# Alternative Accountability Forum

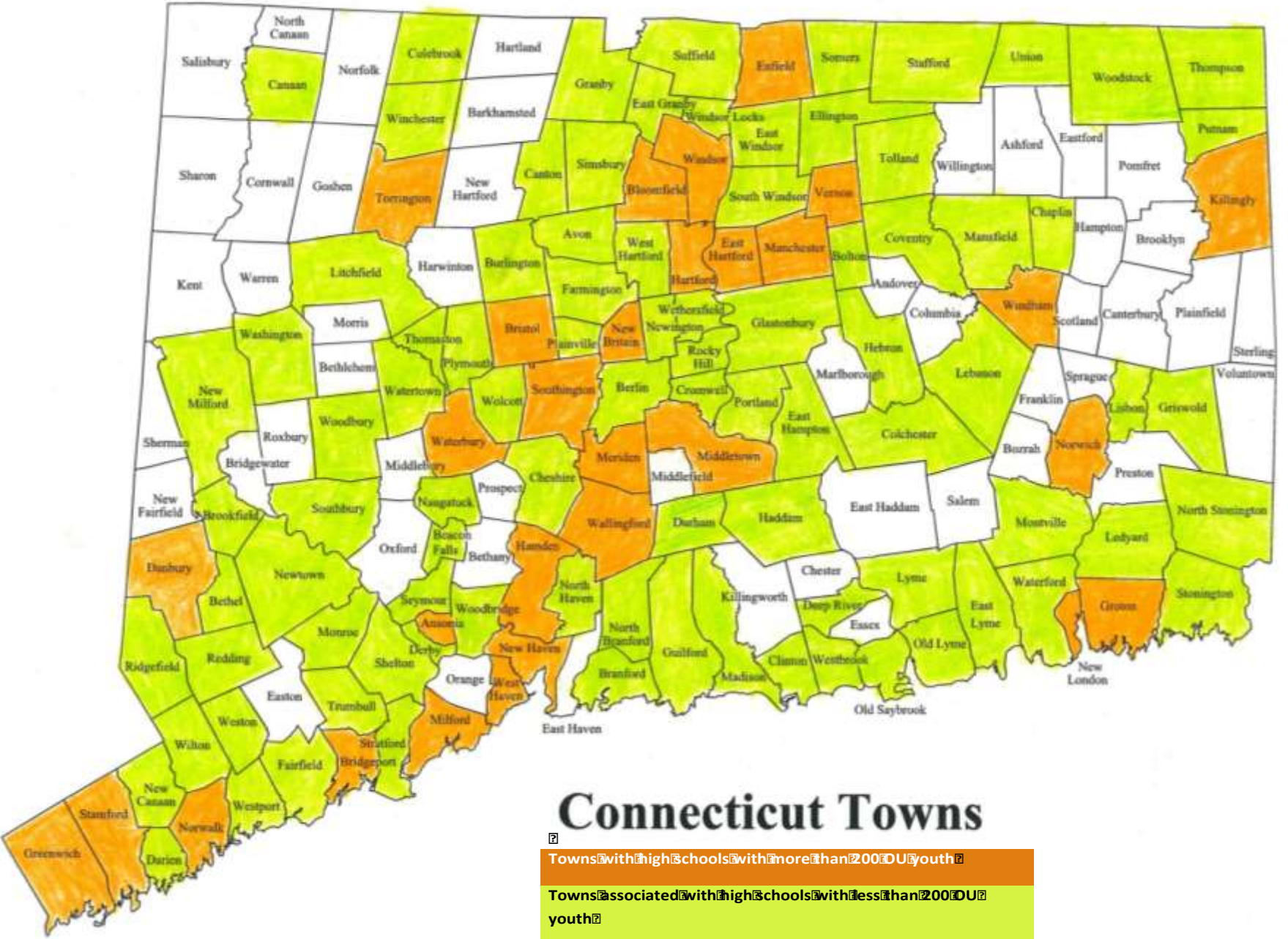


Christopher Leone  
Chief Academic Officer  
November 2013

# Our Mission

**Help urban youth become economically independent adults.**

With the belief that success in adulthood includes being able to meaningfully contribute to society, OPP provides a framework to guide youth, with the **specific goals of high school graduation, achieving a college degree or vocational certification and obtaining rewarding post-education employment.** Today, OPP's model is successfully engaging hundreds of students in community, high school and community college-based settings.



# Connecticut Towns

Towns with high schools with more than 200 DU youth

Towns associated with high schools with less than 200 DU youth

# What makes OPP unique...

- **Participation: served 840 youth in 2013 in full-service programs**
- **Each participant is paired with trained, caring staff member who serves as mentor and coach**
- **Effective combination of educational, training/employment and support services tailored to the specific needs of the individual**
- **Each participant creates his/her own individual success plan for the future based on his/her dreams and aspirations**
- **Youth can stay in program until they are 24 years old, receiving support through post-secondary study and into first year of employment**
- **Focus on outcomes and data-driven culture of continuous improvement**

# Services

## **Youth Development and Support Services**

- Ongoing Relationship with Caring Adult (Youth Development Specialist or YDS); Goal Setting; Creation of an Individualized Success Plan; Emergency Services; Personal Development; Barrier Reduction and Connection to Support Services

## **Academic Services**

- After-school Tutoring; Homework Help; Standardized Test Prep; H.S. Course Selection; PSAT/SAT Prep; College Research; College Application and Essay Assistance; Financial Planning Workshops; Financial Aid Application Assistance; Campus Tours; Continued YDS Support Post College Enrollment; Ongoing Emergency Support and Connection to Support Services throughout College



# Services

## **Workforce Development Services and Vocational Training**

- Pre-employment “Work and Learn” Opportunities (Junior Art Makers Fine Arts and Fashion, River Wrights Boat Builders, Media United in Sound and Entertainment/M.U.S.E, Embroidery); Career Competencies Development Training; Career Counseling; Internships; Resume Writing; Job Placement; Employment Retention Services; Vocational Training that includes Certification in Office Procedures and Technology, and Customer and Retail Services; Support of a Workforce Development Specialist

# Education

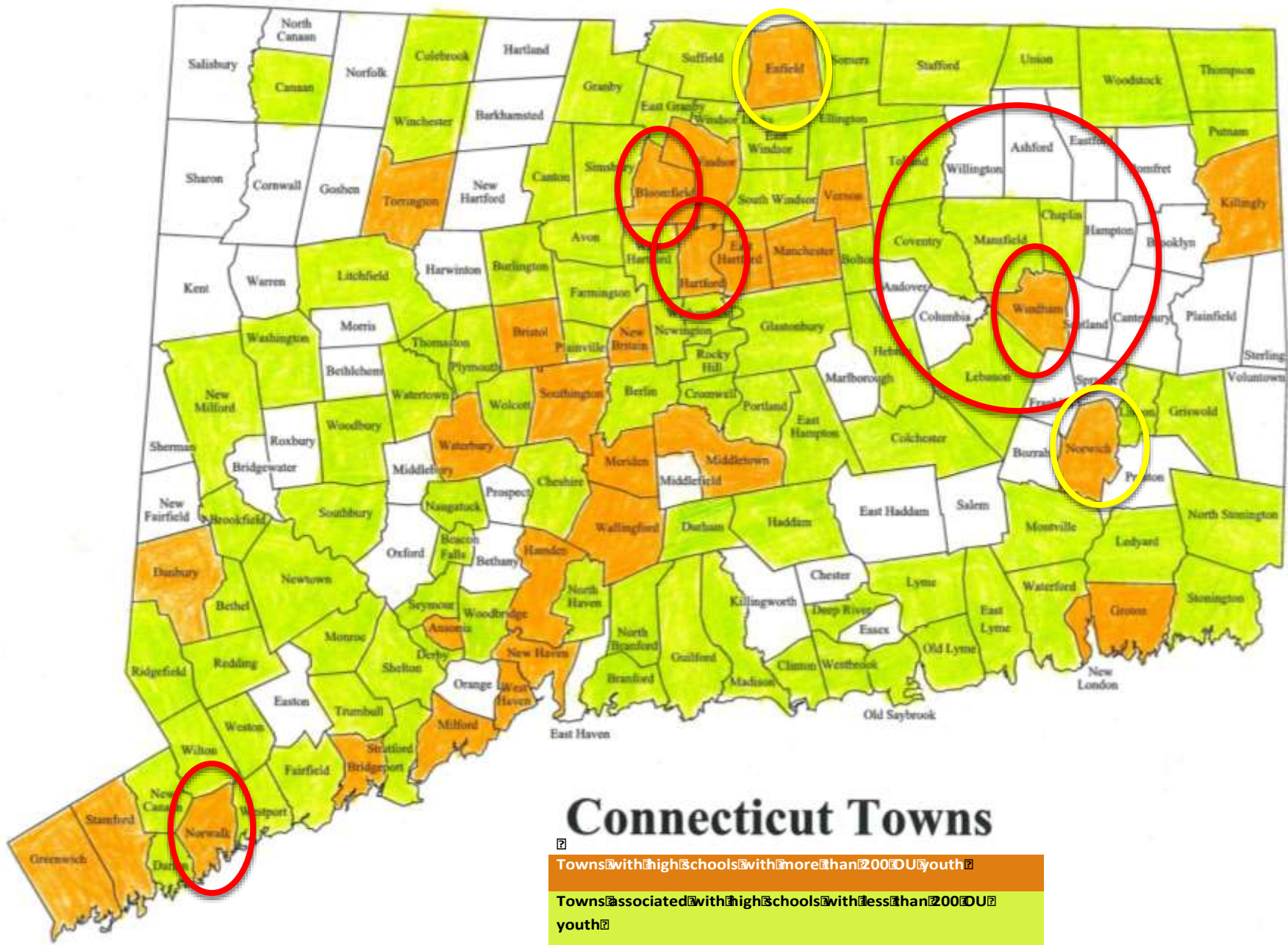
## **Path Academy Model**

- The mission of Path Academy Hartford is to re-engage over-age, under-credited students in education, supporting them through mastery of the critical skills necessary for success in college, career, and community.
- Path Academy students will be expected to move toward academic proficiency and earn credits through **Mastery Based Progression** at an accelerated pace in a personalized and data-driven learning environment.
- The school model leverages the integration of technology (blended learning), project-based learning, and extended learning time opportunities to best support students to mastery of skills and concepts aligned with the Common Core State Standards and Connecticut State Frameworks.

# Education

## Core Beliefs

- ***Core Philosophy 1:*** Youth must be given the appropriate supports, both within and beyond academics, in order to succeed.
- ***Core Philosophy 2:*** Students must be active participants in their own learning.
- ***Core Philosophy 3:*** Technology is a critical 21st century skill, and must be incorporated into every aspect of the school model in order to adequately prepare students for post-secondary success.
- ***Core Philosophy 4:*** High quality teacher instruction is crucial for students at every stage of learning – particularly for students who are struggling or behind in skill attainment.
- ***Core Philosophy 5:*** Students must never move back, only forward.
- ***Core Philosophy 6:*** Assessment is an ongoing part of good teaching & learning and data is vital in creating a positive and effective school environment.
- ***Core Philosophy 7:*** More time in school leaves less time to fall behind.
- ***Core Philosophy 8:*** Parent and community engagement is critical to student success, both within and beyond high school.



# Connecticut Towns

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Towns associated with high schools with less than 200 DU youth

# How we measure success...

- On Time Attendance
  - Target Goal: 90%
  - Peak Performance: 87%
- Parent Interaction / Engagement
  - Target Goal: 80%
  - Peak Performance: 100%
- Credit Attainment
  - Target Goal: District Average
  - Peak Performance: 9 Credits
  - Average Performance: 91% of students earning 6 or more credits
- State Assessment
  - Over 50% at, or above, Proficient Level

Q & A

# MORE QUESTIONS

1. How do we work with our partners to deal with equity, poverty, etc.? Specific strategies?
2. What challenges are we facing with new partnerships?
3. What data or data sources do we need to strengthen these partnerships?
4. How can more relevant accountability models strengthen our cause?