



Young Adult Borough Center Model

RECONNECTING TO SCHOOL AND THE FUTURE



Office of Multiple
Pathways to Graduation

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Dear Colleagues:

We created the Office of Multiple Pathways to Graduation (OMPG) in October 2005 to address the needs of New York City's over-age, under-credited high school students. With generous support from the Bill & Melinda Gates Foundation, our Multiple Pathways team has created programs and developed models that are helping students who are at risk of falling behind and dropping out of school. These programs are all designed to help students achieve New York State graduation standards and develop meaningful post-secondary plans.

Before we created the Multiple Pathways office, we did our research. We found that in New York City, nearly 140,000 young people between the ages of 16 and 21 are over-age and under-credited. This means that they are at least two years behind where they should be to graduate on time. With this information in mind, we designed Multiple Pathways as a multi-pronged approach to increase the capacity of the system to serve over-age, under-credited students. We have created a portfolio of schools and programs that offer differentiated pathways to a high school credential and meaningful post-secondary education and careers.

Young Adult Borough Centers are one of the models we've created. The YABCs were developed to meet the needs of over-age, under-credited students who have demonstrated significant progress toward graduation but have fallen behind in earning credits or have become disengaged from school. The program model supports these students as they reconnect to school, finish their graduation requirements, and develop meaningful post-secondary plans.

This guide describes our YABC programs, which integrate academics and youth development in a school environment tailored to student need. YABCs use intensive academic preparation, customized schedules, and wrap-around social supports to help students succeed.

I hope you will find this guide informative and useful in your work with over-age, under-credited students.

Sincerely,



Joel I. Klein
Chancellor
New York City Department of Education





Introduction

A high school diploma is the minimum requirement for students to advance in post-secondary education, employment, and occupational training, yet many students struggle to experience success in a traditional high school setting. Because the New York City Department of Education (DOE) is deeply committed to increasing the graduation rate and lowering the dropout rate, it has charged the Office of Multiple Pathways to Graduation (OMPG) with developing a portfolio of options for students to earn a high school graduation credential and develop meaningful post-secondary plans.

One of these options is the Young Adult Borough Center (YABC) program model, which serves over-age, under-credited youth who have made some progress toward graduation but have fallen behind in earning credits or have become disengaged from school. The program promotes student success by providing intensive academic preparation, individualized post-secondary planning, and wrap-around social supports—within a flexible schedule and structure for students.

The result is a highly customized environment that allows students to concentrate only on the credits they need to graduate with flexibility in scheduling classes.

The New York City Department of Education uses this guidebook as a blueprint for launching new YABC sites. It describes the underlying principles of the program and the structure that they shape and outlines strategies for implementation.

We hope that educators, administrators, and other practitioners will find this guidebook useful as they develop environments that promote success for over-age, under-credited students.

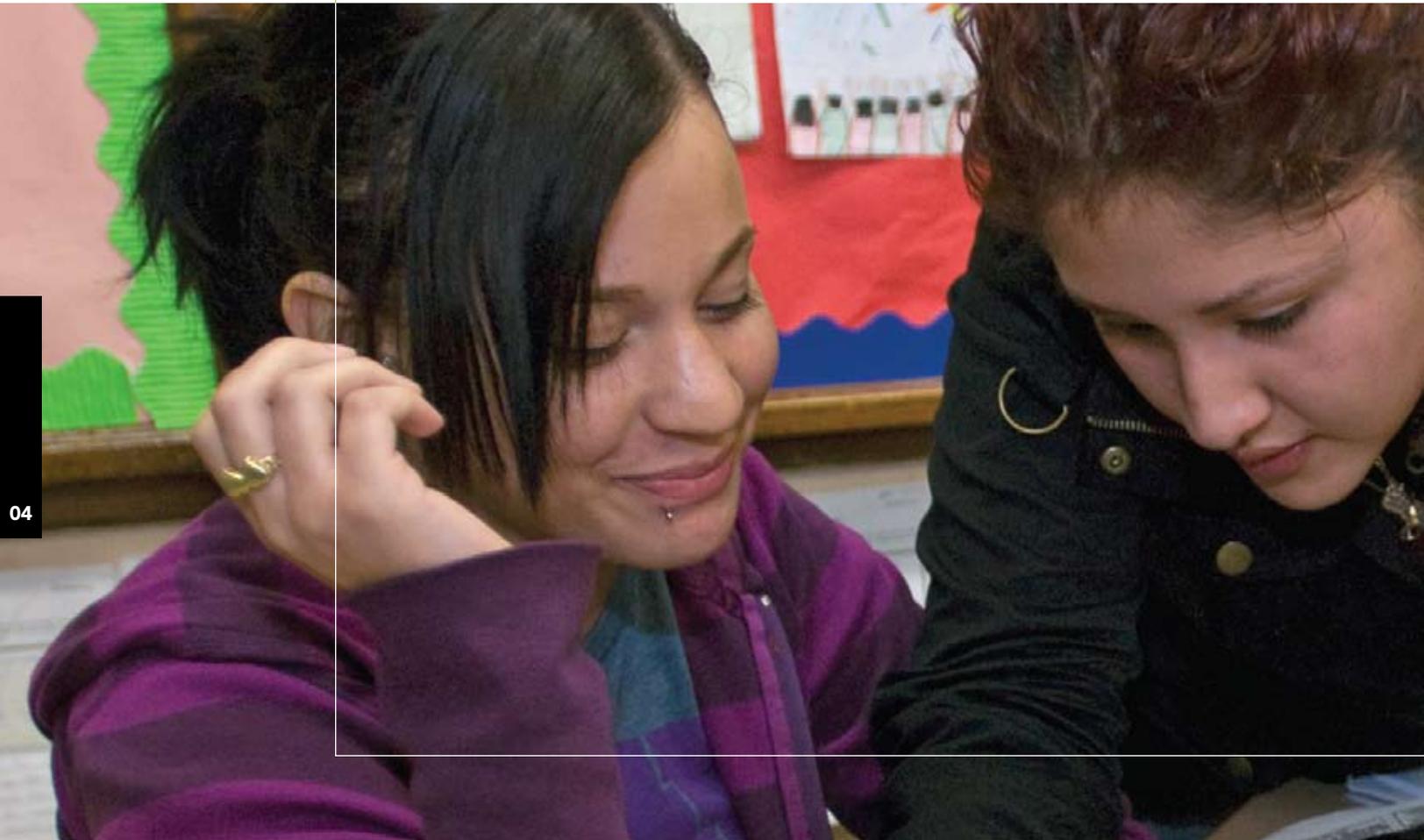
YABCs offer older students a chance of success within a flexible schedule.

ACKNOWLEDGMENTS

The YABC program model outlined in this manual was developed under the Office of Multiple Pathways to Graduation Learning to Work Initiative. Through this initiative, the Department of Education has developed partnerships with community-based organizations that operate YABC programs collaboratively with the Office of Multiple Pathways to Graduation.

During the 2007–2008 school year, the following organizations served as partners in the Learning to Work Initiative:

- CAMBA
- CASES
- Child Center of New York
- Citizens Advice Bureau
- Comprehensive Development Institute
- Episcopal Social Services
- FECS
- Good Shepherd Services
- Literacy Assistance Center
- Medgar Evers College
- New York Center for Interpersonal Development
- New York City Mission Society
- Queens Community House
- sco Family of Services
- South Bronx Overall Economic Development Corporation
- St. Nicholas Neighborhood Preservation Corporation
- Union Settlement Association
- Wildcat Service Corporation
- Youth Development Institute



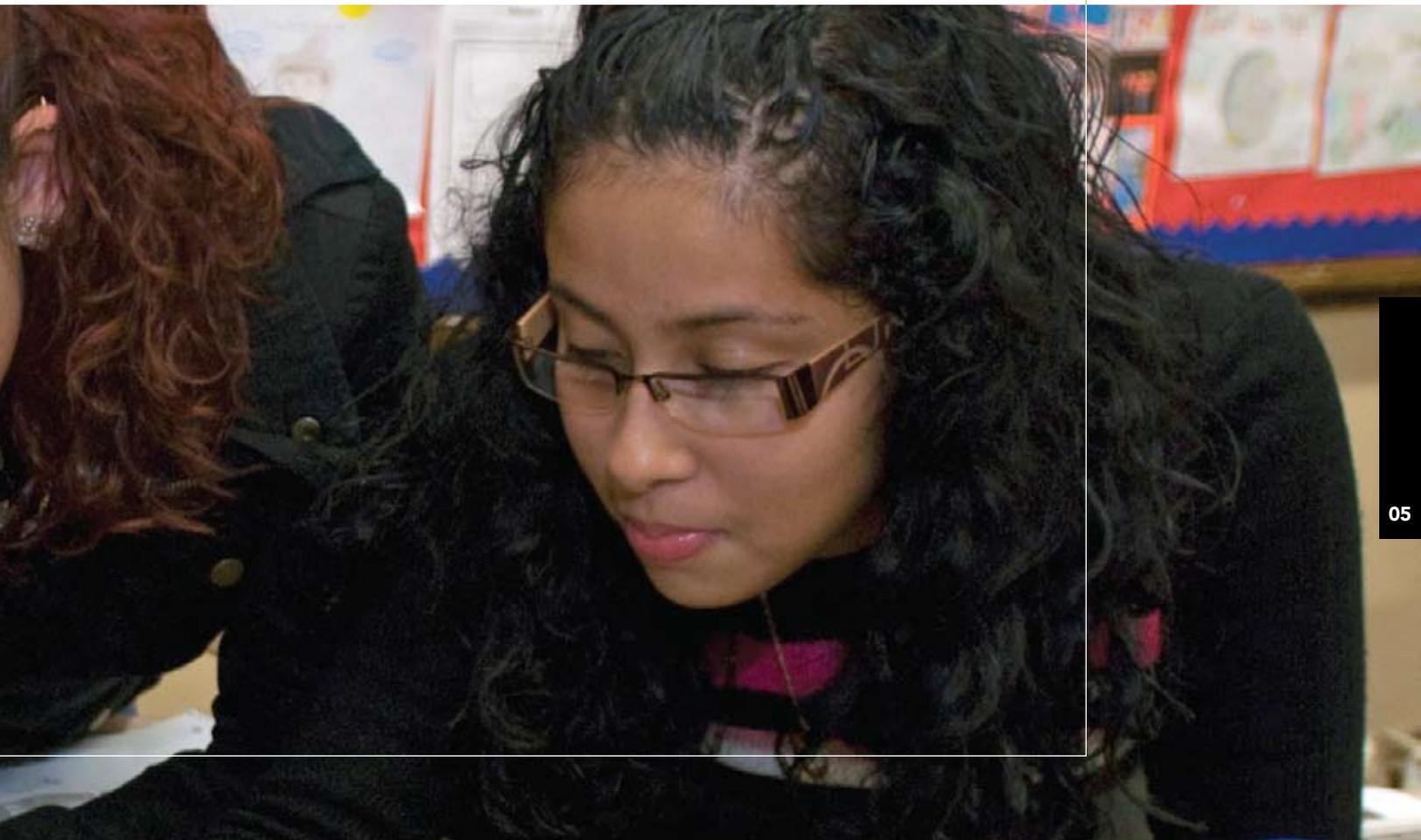
There are currently 23 YABC programs in New York City, 15 of which are integrated with Learning to Work internship programs. Each of these programs has adapted the program model in different ways and has developed key strategies for promoting student success. The Office of Multiple Pathways to Graduation is grateful to the many practitioners—from the Department of Education and our community-based organization partners—who have shared their strategies, resources, and insights with us in the development of this publication.

This material was prepared by the Youth Development Institute. Peter Kleinbard, executive director; Ellen Wahl, researcher.

The Office of Multiple Pathways to Graduation is led by JoEllen Lynch, CEO, Partnership Support Office and Office of Multiple Pathways to Graduation; and Leah Hamilton, executive director. The Office of Multiple Pathways to Graduation Learning to Work Initiative is directed by Tom Pendleton.

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Photography in this publication is by John Smock. Photographs in this manual were taken at the John Adams high school YABC-LTW program and the Monroe Campus YABC-LTW program.



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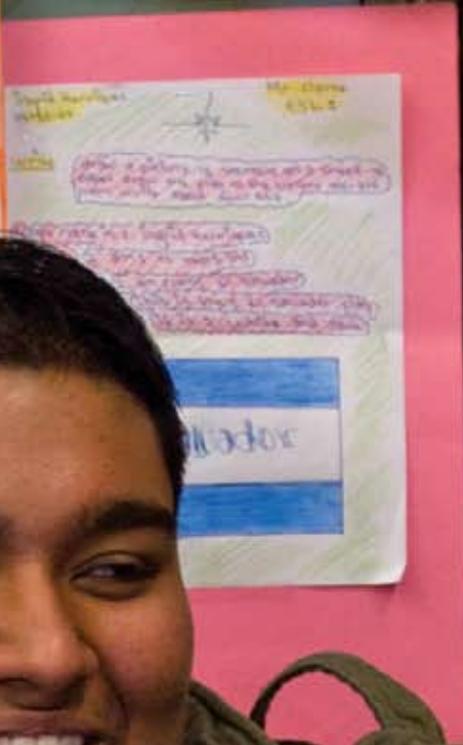
11/21/2007

Beethoven.
Beethoven.
December 16 1770
born in Bonn
many
Yes
Classical
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Dominican Rep



Map of the Americas with text and a flag.



Month showcases best of Hispanic music, dancing



Hand-drawn graphic with text.



YABC Overview

The Young Adult Borough Center serves over-age, under-credited youth who have made some progress toward graduation but have fallen behind in earning credits or have become disengaged from school. The program model supports these students as they reconnect to school, finish their graduation requirements, and develop meaningful post-secondary plans.

YABC STUDENT PROFILE

When YABC students enter the program they have

- **Demonstrated significant academic progress.** Students have already completed at least 17 credits toward the 44 credits needed to earn a New York State Regents Diploma.¹
- **A limited time frame for earning a high school diploma.** Students are at least 17½ years old and will “age out” of the system when they complete the school year in which they turn 21.
- **Become disengaged from school and/or have fallen behind.** Students have completed at least four years of school and have not received their high school diploma.
- **Responsibilities outside of school.** Often, students have work, childcare, and/or other commitments that interfere with traditional class schedules.
- **Elected to enroll.** The YABC is a voluntary program, and only students² who choose to be in the program—and are committed to completing their education—are enrolled.³

THE YABC PROGRAM DESIGN

The YABC student profile informs the design of the program, which helps students earn a diploma and work closely with staff members to develop post-secondary plans—the students’ ultimate goals for life after graduation.

The students have chosen to attend a YABC, demonstrating a commitment to education and their futures.

¹ See Appendix B for New York State graduation requirements.

² For students under 18, a parent and/or guardian enrolls the student.

³ YABCs serve general education students, English Language Learners, and those special education students who have received determination from the Committee on Special Education that the YABC program can meet the students’ Individualized Education Program (IEP) goals.

The YABC student profile shapes the program design.

The needs and potential of young people guide the design of the YABC program, which integrates the essential elements of youth development—a safe and welcoming environment, caring and sustained relationships with adults, experiences that build necessary skills and knowledge, meaningful roles, and opportunities to make a difference.

ELEMENT OF STUDENT PROFILE	YABC DESIGN COMPONENT
Progress toward graduation	<p>Rigorous support and analysis:</p> <ul style="list-style-type: none"> Individualized schedules for student; Use of data (such as Regents scores, attendance, credit accumulation rate) to regularly monitor student progress toward graduation and respond to student needs; Intensive social and academic support for students as they work toward their diplomas.
Limited time frame	<p>Ability to earn diploma in a timely manner:</p> <ul style="list-style-type: none"> Access to academic courses that fulfill requirements for graduation; Student concentration on the courses needed to graduate; Multiple opportunities to accumulate credits.
Disengagement from school	<p>Structure designed to reengage students:</p> <ul style="list-style-type: none"> Partnership between the Department of Education and a Community-Based Organization (CBO) to implement supportive activities and services; Active reengagement of student and family by creating a community for students and hosting family events; Integration of youth development principles, including engagement strategies, throughout the program; Small learning environment with an average of 250 students fosters personalization.
Outside responsibilities	<p>Hours that accommodate the adult responsibilities of older youth:</p> <ul style="list-style-type: none"> Flexible class schedules; Classes held in the afternoons and evenings.
Commitment to completion	<p>Supports that sustain student commitment:</p> <ul style="list-style-type: none"> Program staff member maintains an individual connection with each student, offering wrap-around services, including guidance, planning, and advocacy; Explicit planning of students' futures, including college and career preparation, motivates students; Targeted career exploration, including supported internships, reinforces commitment to future goals.

The YABC organizational structure encourages young people to succeed.

THE YABC ORGANIZATIONAL STRUCTURE

By implementing the best practices of youth development and instructional design, the YABC organizational structure reinforces the program design and further encourages young people to succeed. Each Young Adult Borough Center is operated through a partnership between the New York City Department of Education (DOE) and a funded Community-Based Organization (CBO), which share responsibility for leadership, planning, learning, and student supports. Through this collaborative structure, the YABC can address

- Class curricula;
- The environment in which students learn;
- The relationships students build;
- Services that enable young people to be productive, self-sufficient, and engaged students and community participants.

Critical support services are ever-present and built into the YABC organizational structure. Some specifics, including student intake, goal-setting, attendance outreach, case management, crisis intervention, engagement activities, and post-secondary planning will be discussed in detail in this book. Also, more than half of YABC programs have a Learning to Work component, which connects students to internships, post-secondary education, and other opportunities that cultivate their interest and build their aspirations for the future.

A referral process, usually initiated by a guidance counselor at the student's home school, identifies the young people most likely to benefit from the YABC.⁴ After students learn about the program and graduation requirements, they may enroll in any YABC program in the city, as an alternative to their current day school. Students remain linked to their home schools for purposes of accountability.

STUDENT SUCCESS IN THE YABC MODEL

The YABC model creates the means for students to achieve their goals: a high school diploma, a plan for continuing their education and/or entering the workforce, the skills to make that plan successful, and a network of relationships to support them as they move ahead.

The YABC model is

- **Student-centered.** The YABC helps students graduate more efficiently. By allowing students to concentrate only on the classes they need to graduate—and offering those classes on a regular basis—the YABC ensures that students earn credits in the areas they need, during the semesters in which they need to earn them.
- **Cost-effective.** By locating the program in a host high school, YABC draws on existing resources.
- **Successful.** By supporting students through wrap-around services—providing guidance, monitoring progress, and helping to develop concrete plans—the YABC has shown success in moving students toward graduation and post-secondary opportunities.

⁴ A student's home school is the school in which a student is enrolled before attending a YABC—usually a comprehensive day school.



Weekly News Brief

Provide the description of the major activities for each organization.

1. **World Council of Churches**
The World Council of Churches is a global ecumenical organization that promotes Christian unity and cooperation among various Christian denominations.
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Program Structure

FACILITIES

A YABC program is located in a host high school that provides the following facilities:

- One office space for the full-time YABC Assistant Principal (AP) supervisor (350-500 square feet)
- In-office connections for computer, Internet, telephone, photocopier, and fax
- Approximately 14 classrooms shared with the day school during hours of operation (600-750 square feet each)
- Storage space, including closets, for books and other materials (750-1,000 square feet)
- Access to a gym, lunchroom, and library during hours of operation
- Space for confidential student counseling, college preparation, programming, and social work by CBO Partner (1,500-2,000 square feet)
- Library/Technology Resource Room (1,000-1,200 square feet)
- Basic Science Lab: classroom with sink and mobile lab (750-1,000 square feet)

In addition to maximizing use of public school buildings, the location in a host high school gives young adults access to the resources they need for studying and research, recreation and fitness, and intellectual and social interaction with peers and adults.

HOURS AND SCHEDULE

Youth development principles inform the structure of the YABC schedule. We therefore hold high expectations for young people and assume that, with support, they can take ownership of the decisions that affect their lives. Because students attend the program only

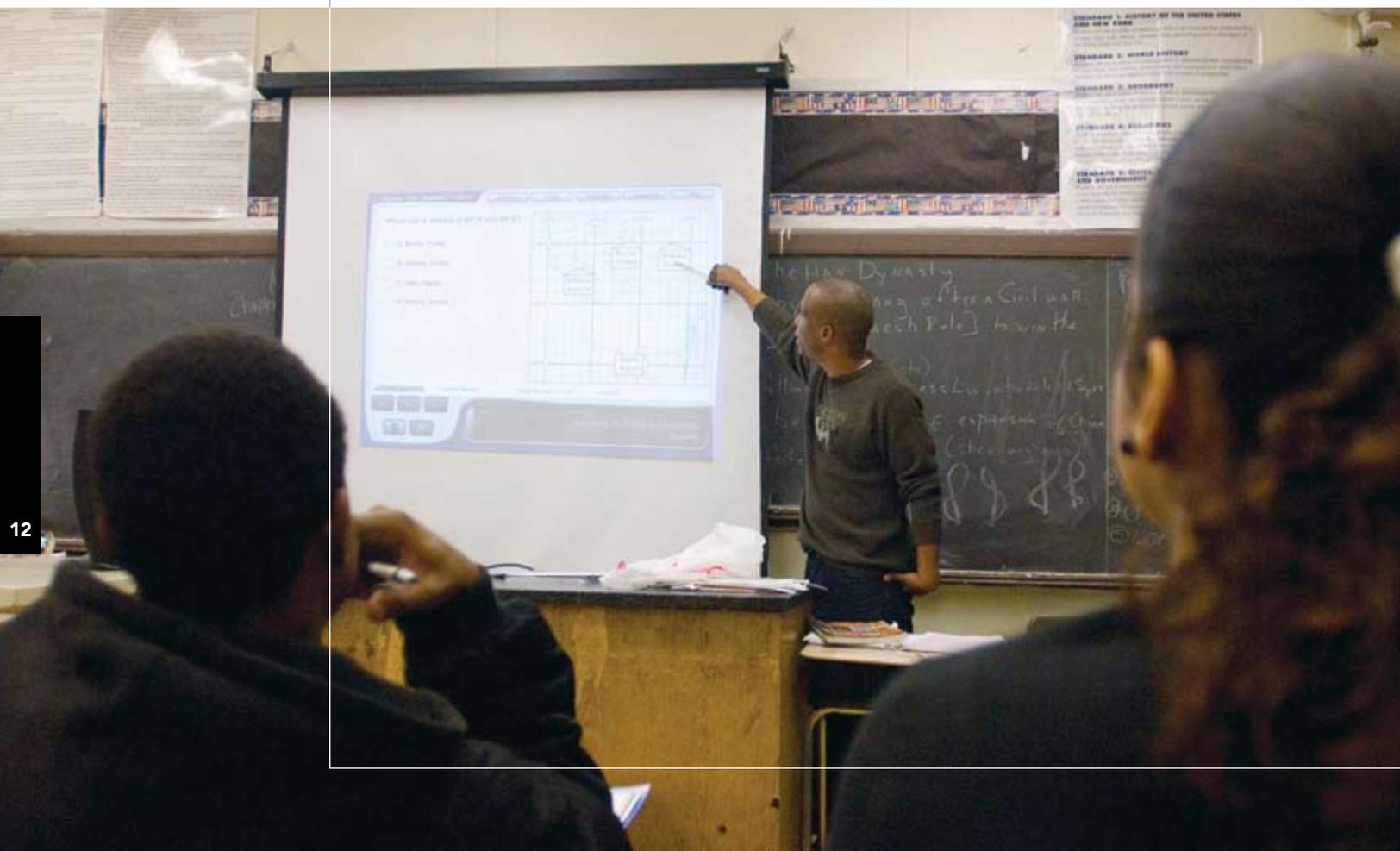
By hosting YABC in a day school, students have access to a complete facility.

Evening classes allow YABC students to take care of their many out of school responsibilities.

on the days their classes meet, the scheduling is responsive to their competing responsibilities. With support, the students manage their time like adults, working out with their employers and families how they will meet their commitments to school, job, and/or childcare.

- YABC programs operate between 1:00 p.m. and 9:00 p.m. Monday through Thursday.
- On Fridays, staff members are available, usually between 9:00 a.m. and 5:00 p.m., for individual academic support and other work with students or special group activities.
- Academic classes are scheduled between 4:00 p.m. and 9:00 p.m. Monday through Thursday.
- Each academic class meets for 90 minutes twice a week on a Monday/Wednesday or Tuesday/Thursday schedule, allowing flexibility for students and purposefully mimicking a typical community college class schedule.

Although the core academic activities occur in the late afternoon and evening hours, the daytime hours are productive as well. Between the hours of 1:00 p.m. and 4:00 p.m., students can meet with program staff for individual counseling, participate in facilitated peer support groups, attend college and career planning seminars, benefit from tutoring, and enjoy other student activities. At YABC programs with Learning to Work (LTW), community-based organization staff members are available from 9:00 a.m. to 9:00 p.m. for counseling and support services.



YABC SCHEDULE

Each student schedule is customized to meet his/her needs. Accordingly, they vary tremendously and are determined by

1. How many credits and/or what Regents Exams a student needs to fulfill graduation requirements;
2. Whether the student is participating in the Learning to Work program (which includes an internship);
3. What other outside commitments a student has, including employment and families, which may affect when a student is available to attend class, seminars, and other activities.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 a.m.	YABC students participating in the Learning to Work program generally participate in internships during the daytime. CBO Counselors are available for individual appointments with students.				
2:00 p.m.	Supports and activities available to students during this time: <i>Academic:</i> Individual tutoring Regents Exam preparation <i>Post-secondary Planning:</i> Resume writing workshops Mock interviews Employability skills workshop <i>Social:</i> Individual and group counseling				
3:00 p.m.	(above continued)				LEARNING TO WORK SEMINAR <i>Biweekly paychecks are distributed at the seminar and serve as an incentive to attend.</i>
4:00 p.m.	ACADEMIC CLASSES ARTS ELECTIVES	ACADEMIC CLASSES ARTS ELECTIVES	ACADEMIC CLASSES ARTS ELECTIVES	ACADEMIC CLASSES ARTS ELECTIVES	On Fridays, students have the opportunity to take non-academic classes to fulfill requirements toward graduation—such as science labs, arts electives, and physical education. <i>On Friday afternoons, many sites conduct professional development for the staff or hold staff meetings.</i>
5:30 p.m.	Dinner Break CBO Counselors are available for individual appointments with students.				
6:00 p.m.	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES	
7:30 p.m.	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES LEARNING TO WORK SEMINAR	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES LEARNING TO WORK SEMINAR	ACADEMIC CLASSES PHYSICAL EDUCATION ARTS ELECTIVES	
9:00 p.m.	Day Ends				

The YABC offers a full complement of academic courses, post-secondary planning workshops, and elective classes.



BASKETBALL

Academic Structure

INSTRUCTION IN THE YABC SETTING

Excellent instruction is the cornerstone of every successful academic program. All schools and programs serving over-age, under-credited students under Multiple Pathways practice a teaching and learning model that empowers students to become independent problem-solvers and critical thinkers, while achieving the New York State graduation standards.

The Framework for Effective Instruction (FEI)⁵ is the best practice standard for instruction in the YABC model and schools and other programs serving over-age, under-credited young people. The FEI is a teaching and learning model that integrates a broad and deep body of research into a single framework. This framework is designed to support practitioners in the work of empowering students to become independent problem-solvers and critical thinkers, thriving in academically challenging classrooms and capable of transferring their skills and knowledge to new academic tasks. The FEI draws on the following:

1. Best research and practice on the use of literacy strategies with struggling adolescent readers⁶
2. The building of students' metacognitive skills⁷
3. The use of strong classroom pedagogy, particularly that of The Workshop Model⁸

Along with metacognitive skills, another key element of the FEI is a set of seven learning strategies—strategies that “skilled” learners have learned to use automatically, without awareness (making connections, predicting, questioning, determining importance, inferring, visualizing, and synthesizing). The strategies provide students with a strong set of tools to use in making meaning of texts, data, and visuals. Explicitly teaching these skills greatly supports our students in their efforts to attain a high school diploma, in addition to achieving their goals for future work and education.

The YABC is structured to offer constant and holistic student support.

⁵ Developed by the Center for Urban Education and Rudenstine & Associates, 2007.

⁶ Harvey & Goudvis, *Strategies that Work*, 2000.

⁷ Vockell, E.L. *Educational Psychology: A Practical Approach* (Online Ed.), 2001: <http://education.calumet.purdue.edu/vockell/EdPsyBook/>

⁸ C. Ferina & L. Calkins: <http://rwproject.tc.columbia.edu>

So that YABC students can take tests in a familiar environment, we work with the host high schools to schedule Regents Exams.

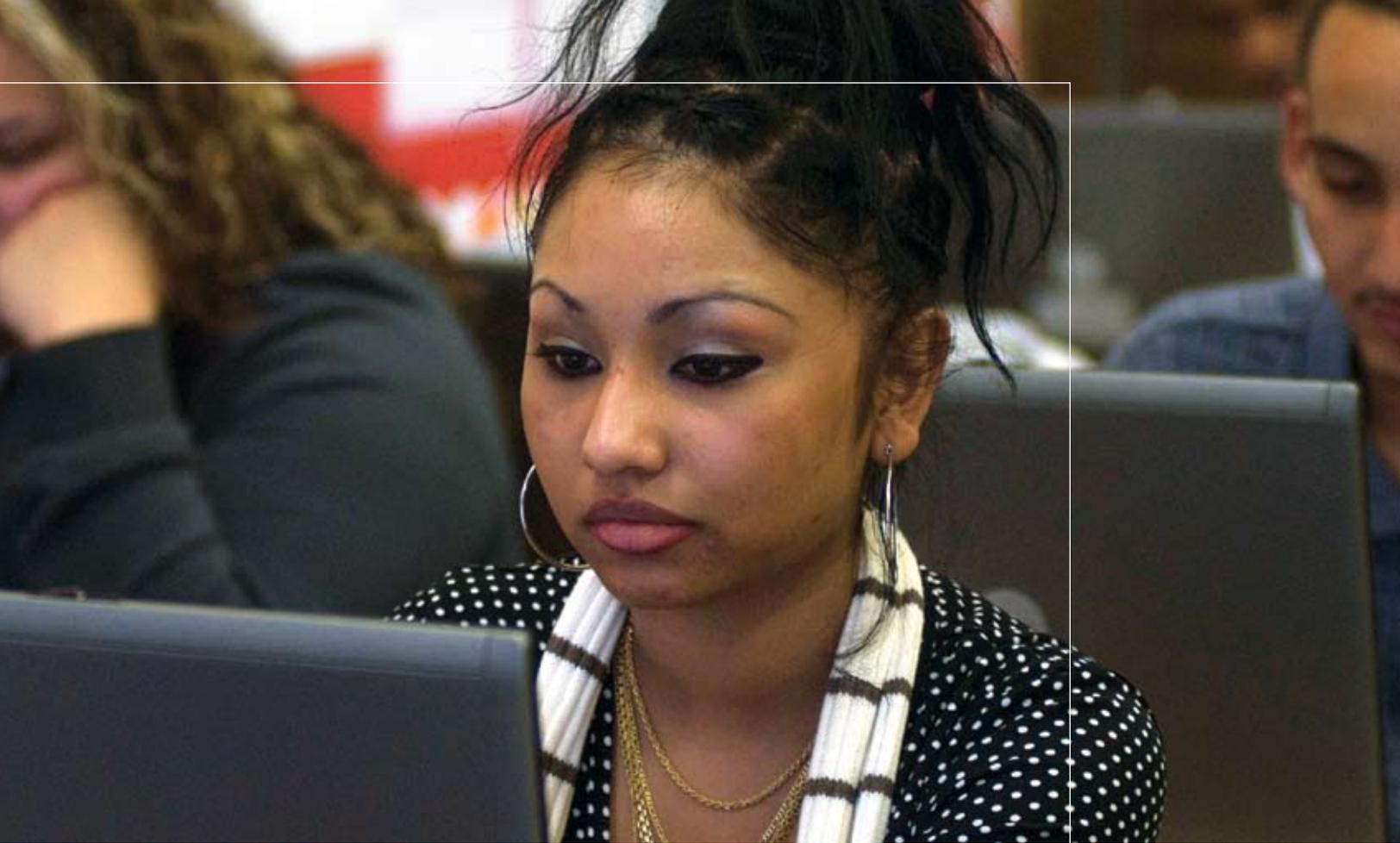
The FEI is made up of five core components, three of which are grounded in The Workshop Model (as connoted by a *):

- **Lesson preparation** (prior to teaching): Teachers articulate learning goals for the lesson, in addition to the content and skills that the lesson will address, and one or two key learning strategies that will be used to support students in becoming independent learners. Necessary resources are identified, and the steps of the lesson are detailed.
- **The mini-lesson*** (the first 20% of the lesson): Teachers present and model a specific concept, skill, or learning strategy. In the process, they help students draw on their prior knowledge and experience and respond to any clarifying questions students have. Mini-lessons need to be very carefully crafted so that they are focused and concise. Near the end of the mini-lesson, teachers explain what students are expected to do during the practice and application work time.
- **The practice and application period*** (the middle 60% of the lesson): Students listen, speak, read, and write as they practice and apply new learning. The foci of this work period are the content and skills presented in the mini-lesson. Teachers provide students with clear (preferably written) directions and steps for the completion of the practice and application work so that they are not dependent on their teachers to move forward with this aspect of their learning.
- **The wrap-up session*** (the final 20% of the lesson): Teachers facilitate a review of, and reflection on, new learning, in addition to assessing the level of student understanding. Students explain how they applied the concept(s) from the mini-lesson, what they learned, and the thinking that led them to understand the content.
- **Teacher reflection** (after teaching): Teachers review the lesson plan, identifying areas in which instruction was effective and areas in which it might be improved if the lesson were to be taught again. In the process, it may be helpful to imply and note the variables at play in the delivery of the lesson. Finally, teachers look at the class roster and note each student's level of mastery of the material—identifying those students who many need further instruction in the next lesson. This reflection informs the preparation of the next lesson.

Please refer to *A Professional Learning Path to Rigorous and Relevant Instruction: Key Lessons from the Transfer School Institute* or *GED Educational Resource Manual* for additional information regarding the use and structure of the FEI.

THE ACADEMIC PROGRAM

Students' academic programs are individually tailored to fulfill the course requirements they specifically need to earn a diploma. Some students need to earn course credit as well as pass the Regents Exams in a particular subject; others need just one or the other. YABC



host schools offer and grade Regents Exams for YABC students. This helps students feel comfortable and assure a speedy route to graduation.

YABCs offer the same academics that students would get in their day schools, combining traditional curricula, project-based learning, and dedicated test preparation. The instructional program is designed to ensure that young people complete the coursework, learn the material, and acquire higher-order thinking skills. Assistant Principals and teachers conduct assessments to hone in on each student's specific needs. They organize instruction and classes by level to help students who have missing skills and knowledge—and to enable those with solid academic foundations to move at an accelerated pace with higher-level content.

YABCs follow the state-mandated high school curriculum. In addition, they institute additional mechanisms to enable students to accumulate credits quickly and stay reconnected. Independent studies allow students, under the supervision of a DOE teacher, to pursue an area of interest that becomes apparent in discussions with their teachers, Primary Persons, or APs. Credit-bearing internships can include a journal component that builds literacy skills as well as enhances employability, critical thinking, and decision-making skills. Group projects involve young people in the issues they care about—for example: obesity, fast food, and the availability of healthy alternatives in local neighborhoods; identifying potential pollutants and contributors to high asthma

*We individualize
academic
programs to
fit each YABC
student's specific
needs.*

rates—while incorporating the content of us History, life science, and the mathematics and algebra of Math A.

Evaluation is based on students' work (projects, class work, portfolios) and assessments. Students check in at several points in their program cycle so that they are always aware of how well they are doing. If they need help, staff refers them for tutoring and other academic preparation at the YABC.

The DOE teachers and CBO support staff form a team to assist with academic and youth development goals. DOE staff shares student learning goals with CBO staff, and they communicate about which students need what kind of help. A student's Primary Person is kept apprised of academic progress along with social and emotional issues. Some YABCs conduct monthly open house meetings in which students and their parents can meet with teachers and primary support persons to discuss progress. Students having difficulty get help from their Primary Person to identify strategies for getting back on track. Follow-up by staff is key to assuring that students continue to progress.



For many students, this may be their first experience with academic success. YABCs celebrate their achievements through recognition events, by posting student materials, or through other means.

CREDIT ACCUMULATION AND REGENTS EXAMS

Students may accumulate 15 credits or more per year: 6 credits per semester, or 12 credits per year, and 3 credits during summer school. Additional credits may be earned through independent studies, work experience, and teacher-supported technology-based learning tools.

With this structure, students can acquire their credits and pass their five Regents Exams within two years. Scheduling for Regents Exams is done almost immediately upon entry into the YABC. Starting during the intake process (see following section), the YABC makes the credit/exam process transparent so young people can take charge. DOE and CBO staff are both aware of where students stand in relationship to graduation. Students know how many credits and exams they need and can take ownership of their educational careers and trajectories.



“I think YABC is a very good program. There are not as many students in class, and I get more individual attention. The program helps you to graduate. It is different from day school because there are less fights and less drama. I’d rather be in YABC because there is a community here.”



NAME OF Composer	Bethoven
Date of birth	December 16 1770
Country of origin	born in Bonn, Germany
Living pieces	YES
Kind of music	Classical
NAME OF A CAMP	Music Enrichment

Student Support Components

INTAKE

The intake process is the first real connection the student has with the YABC. It marks the beginning of a critical relationship with the students, and the first stage in the continual assessment of their needs and progress. The intake process is critical to students' success in the YABC program, and staff members from the Department of Education and the community-based organization are fully involved. During intake, CBO staff members interview students to determine their various academic levels and identify needs for support. Staff communicates to each student the requirements he or she must fulfill to graduate and how long it is likely to take.⁹

Best Practices for Intake: Clarity About the Present, Belief in the Future

The better that young people understand where they're going and how they're getting there, the more likely they are to take the initiative and make the effort. From the initial contact, let young people know that they are expected to give their all. Let them know that if they commit, they can succeed:

- Start engaging students the moment they enter the building.
- Use admissions interviews to communicate that they will be expected to be serious about their decision to attend the YABC. Outline what students will receive in return for their commitment.
- Involve parents, extended family, and friends in reinforcing the students' decision.
- Host a reception for admitted students and their parents or other adult relatives, and showcase presentations by teachers, current students, and graduates.

Show students evidence that the program works and that it can work for them:

- Share data about program results, progress in achieving goals, and the constant effort to improve outcomes for students.
- Provide a forum for current students to share their experiences with new students.

The YABC builds an active school culture that creates many opportunities for student involvement.

⁹ If the intake process determines that a student will not be well served by the YABC, he or she is referred to other options.

We pair each student with a Primary Person who serves as guide, advisor, and advocate.

Repeat the message again and again that students can succeed:

- Affirm the courage of young people's decision to commit to earning their diplomas.
- Underscore the expectation that they will graduate and go on to college or a good job.
- Ask students what they want and what the school can do to make their experience work for them.
- Tell young people in words and actions that you want them there, that you believe in them, and that you will help them succeed.

Make the requirements for success clear. Young people who understand what they must do to graduate can more readily assume their rightful roles as responsible adult learners. Demystify the requirements so that students can engage with the work at hand, rather than just figure out the system:

- Share with students and their families exactly what credits, tests, or attendance requirements are necessary to secure a diploma.
- Speak with students about a realistic timeline for accomplishing these requirements, and tell them about any time limits, such as age or length of time they can stay in the program.
- Connect students to post-secondary planning through the CBO partner at intake.

PRIMARY PERSON SYSTEM AND RELATIONSHIPS WITH CARING ADULTS

Consistent personal relationships with caring adults are fundamental to student engagement. At the YABC, the Primary Person system builds relationships between students and adults and ensures that at least one adult is advocating for, supporting, and engaging with each student. Building these relationships helps the Primary Person and other staff members identify students who might need counseling, tutoring, or social services and ensures that students can readily access and utilize these resources. Equally important, though deceptively simple, are the friendly, day-to-day interactions between young people and adults that demonstrate respect and affection. At the YABC, we are committed to keeping students connected to a real community.

The YABC assigns each student a Primary Person, who serves as a guide, advisor, broker, and advocate. The Primary Person becomes the student's "go-to" person, helping to

- Identify strengths upon which to build academic success;
- Identify obstacles to academic success;
- Confront and overcome barriers before they become reasons to drop out;
- Identify additional resources, such as social services, that assist in a young person's success;
- Understand graduation requirements, set goals, and monitor academic and social progress;
- Secure the academic and social supports needed to focus on education;
- Build and strengthen assets for success in and out of academic settings.

GOAL SETTING

Upon entry into the YABC, students work with their Primary Person to set goals for what they will accomplish while attending the YABC and for life after graduation. These goals are revisited throughout the students' tenure in the program, as they acquire skills and build confidence in their abilities. Within the YABC model, goal setting is an ongoing process that supports monitoring progress and engaging students in meaningful conversations about their futures.

Students interpret our vigilance about their attendance for what it is—caring.



“The staff is on your back, but in a good way. If I need help with something, I get it. The students also try to help each other; everyone is real nice. In day school, my friends kept me away from school. Here there is positive peer pressure, like, ‘let’s go to the college trip together.’”

*Counselors
provide
support for
YABC students
coping with
issues at
home.*

ATTENDANCE AND ENGAGEMENT IN LEARNING

The YABC prioritizes attendance, and outreach is persistent and intensive. If absence becomes a pattern, the chances of success are diminished. Within the organizational structure of the YABC, specific people are responsible for implementing attendance practices, including a DOE attendance teacher and a CBO counselor. Ultimately, every YABC staff member makes sure that young people come regularly to the YABC or finds out why they are missing classes.

We address absences at the YABC program quickly. Attendance strategies, employed collaboratively between the CBO and DOE staff, include telephone calls to absent students, letters sent home, check-ins with students when they return to school, and—for students with recurring absences—counseling and other supports. If attendance continues to be a problem and the trend is not reversed, YABC staff may make home visits, and/or convene a meeting with the student, the student's Primary Person, and a YABC administrator.

Young people often perceive vigilance as positive, because it indicates that someone cares and is paying attention, perhaps for the first time in their school careers.

COUNSELING

Students' needs and responsibilities outside of school can pose serious challenges to their success. To avoid hindering academic, personal, and career development, CBO staff specialists work with students and their families to identify issues, provide referrals, and conduct interventions. Individual counseling may focus on family functioning, health care, legal services, housing, immigration, or substance abuse. Support groups facilitated by Primary Persons and other staff members bring students together to discuss managing their relationships, responsibilities, or other concerns related to their daily lives and future plans.

The first opportunity to identify a student's counseling needs occurs during intake, but it may take time for young people to open up. To facilitate discussion, many CBOS schedule a follow-up interview after the initial intake as staff gets to know the student better. Regular monthly meetings allow young people to continue to open up as their trust in the adults and program grows.

Staff members involved in counseling keep student case notes and follow up with phone calls and other forms of personal outreach. The DOE and CBO track all communication with parents and others about the student, keep records of home visits, and assess how a student is performing academically. These data are available when they see the student, meet with the family, or need to make a referral.

STUDENT ENGAGEMENT ACTIVITIES

The Primary Person model is critical to student engagement. The YABC also employs other strategies to sustain students' initial commitment.

The program dedicates staff and other resources to activities that make young people feel connected to the YABC community and convinced that their involvement will be worth their time. For students to feel this connection, YABC staff members must be devoted to reengaging students, and they must believe that the young people in their program will succeed.

Teachers promote the involvement of young people in discussions, hands-on activities, and projects.¹⁰ When young people come to class after working all day or caring for their families, classes must be relevant and meaningful. Students must feel that the content relates to their goals and is not simply a repetition of what they know already. Trips to colleges, concerts, and/or museums foster a sense of involvement and reward, and incentives, such as a Broadway show for perfect attendance, boost students' resolve to come to school.

YOUTH VOICE AND YOUTH LEADERSHIP

Meaningful roles, internships, and jobs are powerful mechanisms for engagement, and YABCs recognize that involving young people in useful roles can build a sense of purpose and belonging. For young people, we strive to promote the sense that they are contributing and making a difference, whether through specific responsibilities in the building—offices, cafeteria, libraries—or off-site in a meaningful internship or job.

Effective programs also promote “youth voice”—so that students are not only represented in all aspects of the program, but also get to represent themselves. A YABC program includes youth advisory groups or student councils, student event planning committees, and/or peer counseling groups.

POST-SECONDARY FOCUS/COLLEGE AND CAREER COUNSELING

YABCs provide meaningful activities for young adults to help them make plans, set goals, and get ready for post-secondary education and jobs. Shortly after they enroll in the program, students complete a post-high school plan, which staff members use to guide and support them throughout their time in the YABC.¹¹

We provide information about post-secondary education options (and help students prepare accordingly) including college planning workshops and individualized support. College and career counselors on the CBO staff work closely with students, often in collaboration with guidance counselors from the day school. They help students develop

¹⁰ Refer to Appendix D for a description of Performance-based/ Authentic Task Learning.

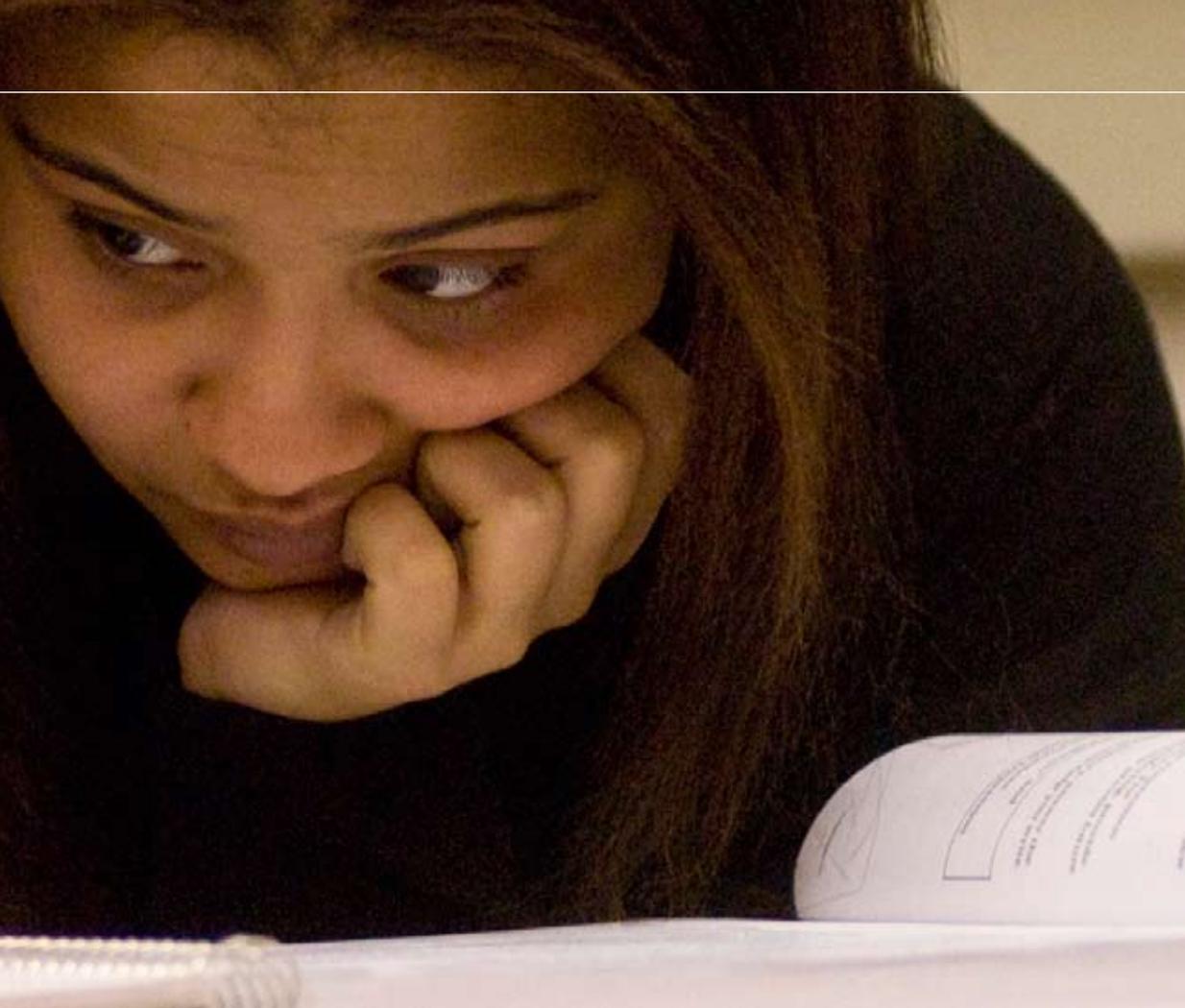
¹¹ For sample post-secondary plans and workshop syllabi, please see the appendix.



We spend a lot of time with students developing plans for post-secondary education or employment.

lists of appropriate colleges and/or training programs, offer assistance with application and financial aid forms, and give feedback to their application essays. Program-sponsored day trips to the City University of New York locations, weekend trips to the State University of New York campuses, and visits to other public and private universities offer students a sense of what college life is like.

For students not yet interested in or ready for college, the YABC provides support for exploring careers, identifying interests, and pursuing other types of training and educational programs. YABCs incorporate many career resources, including online tools such as CareerZone, a free career exploration and planning system designed especially for New York State students by the New York State Department of Labor.

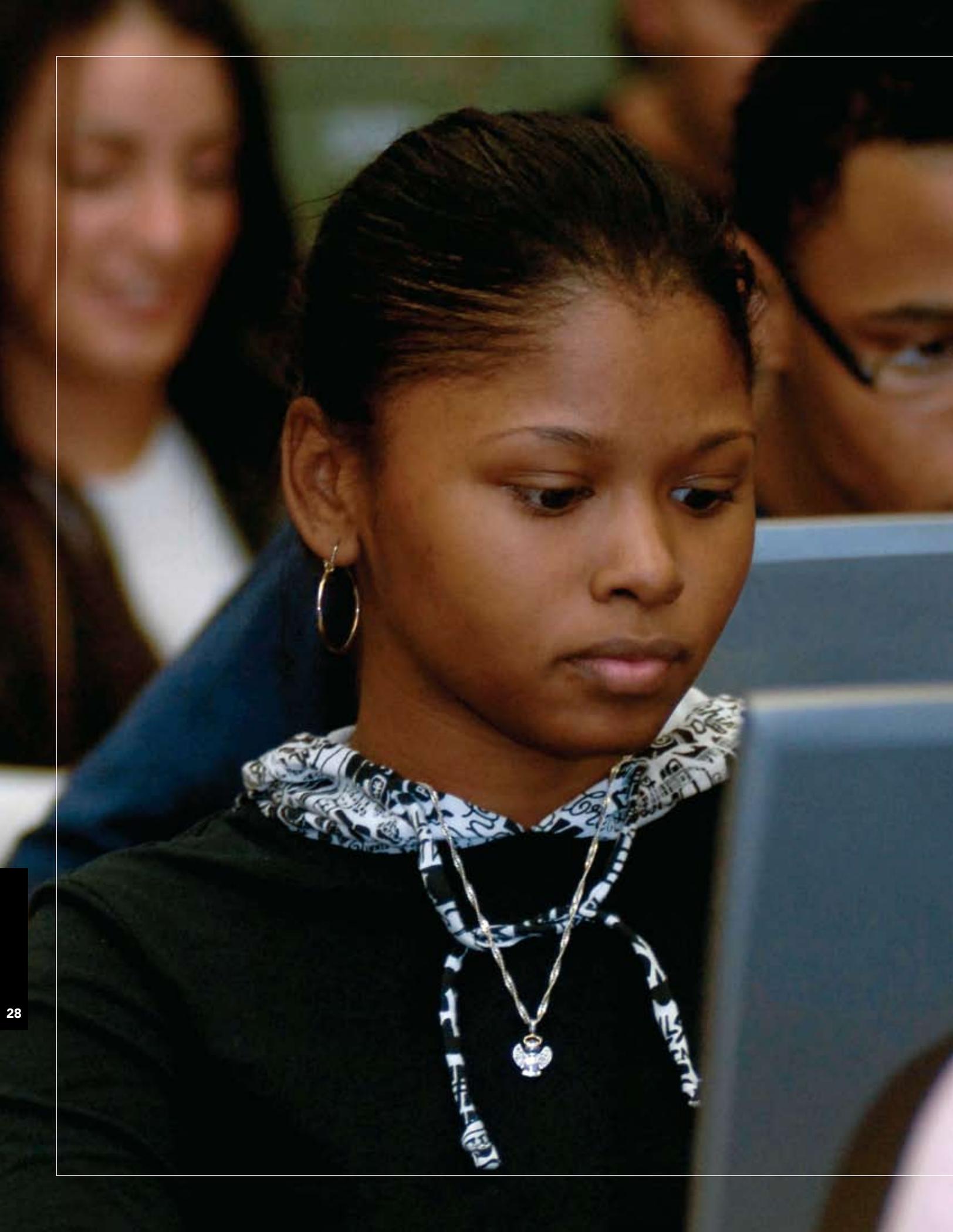


“I worked with a student one-on-one who really wanted to go to college. She had failed her Regents Exams several times already. Within the year, she passed all five Regents and enrolled in a community college.”

YABC staff members encourage all students to keep their options open, and staff devotes extra time and attention to motivated students whose transcripts may not look promising—so that if and when they become ready for a two- or four-year college, they have a solid foundation, clear direction, and strong applications to reach that goal.

The program’s connection to students does not end at graduation. Through the YABC contract, the CBO is funded to follow-up with students for at least one year after graduation. This serves as extra support for students during the transition to college and work and helps students stay in touch as graduates who inspire other YABC students.

YABC staff members remain in touch with students for at least a year after graduation.



Learning to Work

Learning to Work (LTW) is an engagement strategy, an experiential vocational exploration program, a work readiness training, and a framework for helping young people envision their futures. All YABCs concentrate on post-secondary planning. YABCs that also incorporate the LTW program have an additional focus on these activities and the resources to offer paid internships to students.

At YABCs with LTW, career exploration activities include career planning workshops and guidance, employability training, job shadowing, career days, speaker panels, service learning, and mentoring opportunities.

In accordance with New York State regulations, some YABCs allow students to use the LTW internship as a credit-bearing course. To receive credit, they must complete 54 hours of work and career development seminars and be able to demonstrate the workplace competencies set forth by New York State standards.

Through LTW, students participate in an internship program that helps them build workplace skills, explore possible career options, and make connections with different industries. Subsidized through funding from a mayoral initiative, LTW internships pay minimum wage—typically for 10 hours a week throughout the school year, although some may be more intensive. Participation is supported by a weekly seminar at the YABC led by a CBO partner, which helps students reflect on what they are learning from the internships—what work is like, how to function in the workplace, what skills and knowledge they can apply from the classroom, how to build networks and connections that can support their careers, and what type of post-secondary training/education they need to pursue opportunities in the fields that interest them. Internship placements may be at public, private, or nonprofit organizations such as zoos, offices, senior services centers, real estate businesses, animal hospitals, libraries, childcare facilities, or museums.

Internships build self-esteem and practical skills for the workplace or college.

Learning
to Work
programs
help students
envision
success after
graduation.

A key challenge of the program is preparing students to work in an internship. Although some students arrive at the YABC prepared to enter the workplace, others must work on developing their skills before applying for an internship. As a result, the LTW program scaffolds experiences for students, providing a variety of preparation activities and classes. On-site internships, for example, might be a pipeline to an internship at an external workplace. Examples of on-site internships include serving as a technology administrator on the school's "Mouse Squad," or working in the school library on a data collection project.

The CBO staff is responsible for developing and monitoring internship placement sites, collaborating with employers, completing an internship learning agreement with each site and student, conducting student progress assessments, and administering student payroll. During this process, the CBO staff works closely with students to uncover their interests and goals and to identify internship sites that match their desired experience. The CBO continues to work with students who have been successful at their internships to help them transition into unsubsidized jobs.

LTW internships, jobs, and other roles offer YABC students the opportunity to demonstrate their abilities in the "real world." These experiences help them envision a productive future and, with the support of the YABC, take steps that get them closer to making it a reality.

YABC Example One: Nate, Age 19, Learning to Work Internship

Nate was placed at Damon Dash Music Group through the Learning to Work program at his YABC. Having an interest in the entertainment industry, Nate was excited that his placement incorporated his personal taste and aptitude for the industry. He worked in the marketing department, assisting staff in creating original art for CD jackets. At the same time, he honed his ability to make effective group presentations. In fact, he returned to his YABC and used these skills to make a formal presentation to his peers about the highlights and opportunities at his internship.

Prior to his time at the YABC, Nate was faced with challenges that discouraged him from attending school. But through the Learning to Work program, he became motivated and prepared for his real world experiences. After his internship, he excelled in school—as well as at work—and graduated the following semester. In terms of the bigger picture, his internship placement gave him the chance to polish his networking skills and start building important relationships that will help him in the future.

YABC Example Two: Deanna, Age 20, Learning to Work Internship

With a personality suited to working with children (and a desire to try something different), the Learning to Work program placed Deanna at Prospect Park Zoo. As a discovery guide, she was exposed to a wealth of knowledge and experiences. During her second semester, she took the initiative to seek out more responsibilities and opportunities

to showcase her newly found knowledge and enthusiasm. And although Prospect Park Zoo has always provided work for college interns and volunteers, this LTW intern was the first in the history of the establishment to narrate the sea lion feeding, which is a task typically performed only by the Program Director.

Deanna's worksite mentor was quite proud of her and was impressed that she was consistently provided with a solid network of support from her YABC.





Collaborative Design and Capacity Building

The YABC is operated by the Department of Education in collaboration with a community-based organization. Through this structure, several entities are brought together in the support of YABC students: the New York City Department of Education Office of Multiple Pathways to Graduation, the host high school that administers the YABC program, the student's home high school, and the community-based organization partner. We've designed the program's leadership and staffing structures to most effectively support students as they earn their diploma and develop post-secondary plans.

COLLABORATIVE ORGANIZATIONAL STRUCTURE

The Department of Education and a contracted Community-Based Organization (CBO) jointly operate the YABC. They share leadership responsibilities and divide tasks based on their respective areas of expertise. The DOE is responsible for instruction, credit accumulation, and Regents Exams preparation, while the CBO is responsible for student support services, post-secondary planning activities, and where applicable, Learning to Work programs.

The collaborative structure enables the YABC to integrate a rigorous academic approach and a youth development philosophy, creating an environment that promotes students' academic and developmental progress. The partnership is effective because it is built on a shared commitment to the students: both the DOE and the CBO partner want students to succeed—to earn their diplomas, have healthy and stable relationships, enroll in college or other post-secondary training, and have meaningful jobs that pay them a living wage. Achieving these common ends requires that the DOE and CBO share responsibilities, develop a common vocabulary, and promote cooperative practices that support young people's academic learning and nurture their development.

LEADERSHIP

The YABC is supervised by an Assistant Principal, a DOE employee appointed and supervised by the host school principal. The CBO Program Director and the AP work

Collaboration with a community-based organization allows the YABC to accomplish much more than just success in the classroom.

*Staff
development
strengthens the
partnership.*

collaboratively to lead the efforts of the YABC. Weekly meetings between the CBO Program Director and the DOE Assistant Principal are essential to the success of the YABC. Together, they review student data, analyze program operations, and resolve issues that arise. They also develop collaborative processes for managing student attendance, internship program implementation, college and career planning, and staff development plans.

STAFFING

The DOE staff is hired by the Assistant Principal and includes classroom teachers, guidance counselors, secretaries, paraprofessionals, and family workers. Some sites also have parent coordinators. Selecting staff members who are able to work effectively within a youth development framework and foster a rigorous academic environment in the classroom is critical to the success of the program. Staff members are hired on a part-time basis and typically work two days a week.

A typical CBO staff, in addition to the Program Director, includes a social worker and several advocate counselors. Sites with Learning to Work services also include a career development facilitator and an internship coordinator who develop the internships, place students, and run the LTW seminars.



STAFF DEVELOPMENT

A diverse set of skills and a range of expertise are required to implement the vision for the YABC. For many staff members from the DOE and the CBO, the collaborative organizational structure and the holistic approach to students is new. The challenge is compounded by a YABC staffing schedule that rarely results in having the entire staff on site at once, since the DOE staff works part-time on alternate days.

An effective staff development plan is critical to a consistent, high-quality implementation of the YABC design. The staff development program is created by the New York City Department of Education and community-based organizations in collaboration with technical assistance providers selected by the DOE through a competitive grants process. The technical assistance providers are community-based organizations that have long histories of working with organizations involved in developing and implementing youth development and educational programs. The professional development program is designed to strengthen the partnership between the CBO and DOE staff members, student attendance and retention, outcomes-based planning, and college and career planning strategies. The professional development plan includes several distinct approaches, outlined in the appendix.





Appendices

APPENDIX A: YOUTH DEVELOPMENT APPROACH

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

- **A welcoming environment and a supportive community.** We invite students into an atmosphere where staff and students get to know each other and interact informally. Young people know they can go to the CBO office if they need to talk or cool down. Flexible hours accommodate students' schedules so they can attend regularly, and adults make it clear to students that they want them there. Because it is designed for older students, the YABC model ensures that students attend classes with their peers instead of younger students, as they might do in a traditional high school.
- **Caring and sustained relationships with adults.** The small size of the YABC allows for individualized attention to academic, social, and emotional needs. The assignment of a Primary Person keeps each student from getting lost in the system again. Young people who may have felt isolated and unknown in their previous schools will find support as they resume their studies.
- **Experiences that build skills and knowledge.** YABCs offer young people an efficient path to acquiring graduation credentials and the academic, social, and job skills they need to move forward. A compressed time frame allows students to do so efficiently.

- Clear and high expectations.** The YABC reflects the belief that with the right kind of support, all young people can become engaged learners and workers. The program offers multiple ways for young people to demonstrate their abilities. The YABC emphasizes that they must demonstrate academic progress and presents the possibility of college even for students who may not have thought of themselves as college material. Students are expected to demonstrate increasing responsibility for their own outcomes.
- Engaging activities.** The YABC offers active learning experiences in and out of the classroom, clarity about goals and progress, internships and project-based learning, and an environment that communicates caring and builds bonds among all participants. These activities foster attachment to school, learning, and future planning.
- Meaningful roles and opportunities to make a difference.** Young people serve in leadership roles with their peers and in the program. They make decisions about their futures that help them take their places as responsible adults.

APPENDIX B: NEW YORK STATE GRADUATION REQUIREMENTS

General High School Graduation Requirements

<i>Required Subject Areas</i>	LOCAL DIPLOMA AND REGENTS DIPLOMA	ADVANCED REGENTS DIPLOMA
English	8	8
Social Studies	8	8
<i>Global History</i> 4 credits		
<i>American History</i> 2 credits		
<i>Economics</i> 1 credit		
<i>Participation in Government</i> 1 credit		
Science (Including Lab)	6	6
<i>Physical Science</i> 2 credits		
<i>Life Science</i> 2 credits		
<i>Life or Physical Science</i> 2 credits		
Mathematics	6	6
The Arts	2	2
Second Language	2	6
Health and Physical Education	5	5
<i>Physical Education</i> 4 credits		
<i>Health Education</i> 1 credit		
Elective Areas	7	3
Total	44	44

Required Regents Examinations

To receive a high school diploma,¹² students must complete the credit requirements and pass the following five Regents Examinations: Comprehensive English, Global History and Geography, Mathematics, Science, and us History and Government.

- To receive a Regents Diploma, students must pass all five exams with a minimum score of 65 on each exam.
- To receive an Advanced Regents Diploma, students must, in addition, pass exams in a language other than English, a second science, and a second math, with a minimum score of 65 on each exam.

APPENDIX C: STAFF DEVELOPMENT PROGRAMS

Site-Specific Facilitation:

Facilitation coaches from technical assistance providers work with the AP and the CBO Program Director at each YABC program. Together, they develop structures for good communication, problem solving, and effective youth development practices.

Facilitation coaches come from citywide technical assistance providers who have demonstrated a long history of experience in the field and have built respected partnerships within the local community. They support the DOE's initiative to support high school students in obtaining their diplomas.

The facilitators generally meet once or twice a month with the YABC. At these meetings, facilitators work with sites to develop specific operational goals, establish concrete student outcomes, and outline realistic next steps to achieve those goals. Topics may include addressing challenges in staffing, developing strategies to strengthen partnership among the DOE and CBO, cultivating ways of increasing staff competency, and more.

Facilitation coaches document every meeting with reports and collaborate regularly with Department of Education officials to ensure YABC administrators are empowered and supported to effectively serve disconnected youth.

Monthly Network Meetings:

Network meetings bring together representatives from across the Office of Multiple Pathways to Graduation programs to exchange best practices, address operational issues, and build professional communities. For the YABC programs, a monthly YABC Leadership Network brings together the AP and the Program Director of each site for a meeting facilitated by a technical assistance provider.

¹² Due to New York State policy changes, students entering 9th grade as of September 2008 can no longer receive local diplomas. Guidance counselors can advise students who are still eligible on the requirements.

These meetings allow individual YABC site administrators to magnify their own resources and knowledge by collectively building upon resources and knowledge from other YABC sites across the city. As a network, YABC leaders contribute significantly to identifying promising practices in the field. Each year, the network meetings evolve based on the YABC programs' maturation.

All network meetings have extensive documentation, including an outline of meeting goals, a list of participants, and a thorough summary of meeting minutes that are sent out to the field promptly after the meetings. Throughout the year, DOE administrators and technical service providers regularly review evaluations from participants and work to ensure that these meetings cover pertinent issues.

A second network brings together the Learning to Work practitioners responsible for the internship programs. They work to develop and implement an effective program of work readiness seminars and workshops, to build stronger internship development skills, and to look at ways to foster career goals through the internship program. This component is a monthly series of professional development trainings and activities for staff members implementing the LTW seminar, career and post-secondary planning, and internship program. Activities introduce practitioners to new resources to support LTW seminars, internship development, and career planning; and they offer the opportunity to share best practices among peers. The monthly meetings introduce practitioners to the Learning to Work Initiative while providing them with networking and partnership opportunities and connecting them to citywide resources.

Stand-Alone Workshops:

Specific, targeted workshops on youth development theory and other specific topics are available to staff members from all the YABC sites. The goal is to support the development of high quality staff with a strong understanding of practice and theory. These off-site targeted workshops include effective post-secondary advisement, college and career exploration, Primary Person models, student engagement, development of collaborative partnerships, and more.

Experienced professionals from technical service providers lead these workshops and have extensive experience in improving student outcomes through increasing the capacity of those on the frontlines of reengaging disconnected youth. The information provided in these workshops is documented extensively and contributes to increasing the capacity of individuals interested in specific outcomes for students.

APPENDIX D: PERFORMANCE-BASED/AUTHENTIC TASK LEARNING

Some students may become motivated and engaged in school in an effort to achieve high grades. Others may only become engaged if they are intrinsically motivated. Students are more likely to become intrinsically motivated in the classroom when teachers use performance-based or authentic task learning. Students are usually motivated to engage in a learning activity for any or all of the following reasons:

- They perceive a need for the information to be shared;
- They believe the activity will be fun;
- They feel capable of performing well.

The key to making a task authentic is to provide students with an audience—one beyond the classroom teacher—to which students can present the process or product they have developed. This puts the focus on the quality of the product or process instead of the grade. In performance-based learning, the acceptable level of performance (i.e., the state standards) is established in a task rubric along with examples of student work. There is a continuum of performance tasks—from real-world tasks with an audience, through simulations, to tasks that are primarily school related.

The authenticity of a performance-based classroom activity establishes the context for the learning. When students plan a budget for a trip, or design a flyer for a local tourist attraction, they've established a context for new learning. When the performance-based activity is well-planned, it requires students to use new information to complete the task. As they struggle to integrate the new information with what they already know to successfully complete the project or participate in the process, new learning takes place.

Examples of authentic tasks include the following:

- Learning about percentages by calculating tax for a school bake sale;
- Learning about plant life by taking care of a garden;
- Learning to write formal letters by writing to state and city representatives;
- Learning measurements and scales by baking a cake from scratch.

APPENDIX E: SAMPLE STAFFING PLAN

Community-Based Organization Staff (on-site)

- 1 Program Director (Full-time)
- 1 College and Career Specialist (Full-time)
- 3 Advocate Counselors (Full-time)
- Tutors (as needed, hourly)
- 1 Administrative Assistant/Data Specialist (Hourly)
- 1 Internship Placement Specialist (Full-time)

Department of Education Staff (on-site)

- 1 Full-time Assistant Principal
- 12–16 Teachers*
- 3–4 Guidance Counselors
- School Secretary
- Paraprofessionals

On-site DOE staff may vary depending on school needs and may also include:

- Test Proctors (for Regents Exams)
- Lab Assistant
- Technology Coordinator
- School Aide
- Literacy Coach
- Math Coach

* In New York City, teachers who already are engaged in the system full-time are encouraged to take on these additional YABC assignments, which are typically two nights per week.

APPENDIX F: SAMPLE LEARNING TO WORK SEMINAR OUTLINE

Created by F·E·G·S Health and Human Services System

Quarterly Curriculum Goals:

- Students will be able to instruct and guide fellow students in career development while promoting the Learning to Work program.
- Students will maintain an internship and prepare for continued success in the workforce.
- Students' grades will improve.

Unit Curriculum:

Each unit runs for two weeks for two semesters.

Standards:

ALS - Applied Learning Standards

CDOS - Career Development Occupations Studies Standards

ELA - English Language Arts Standards and English Language Arts Regents Standards

MS - Math Standards

Throughout semester calendars, journals and job reflection will occur during each session.

Unit 1: Career Searching

Standards	CDOS - S1 ELA - S1, S3 ALS - A4a, A4b, A4c, A5a, A5b
Concepts	Personal Analysis of Career Setting Personal Career Goals
Essential Questions	What is a job, career, profession? What tools will prepare me for a career? How will an entry-level position prepare me for a career?
Enduring Understanding	Ability to understand stages of job development How to set short-term and long-term goals
Strategies	Guest speakers Articles and Text Student-lead groups on questions, concerns, and thoughts about entering the workforce
Assessments	Essay on the World of Work Checklist of short-term/long-term goals and methods of reaching them Research and biography on an individual whose career path you wish to follow

Unit 2: Work Readiness

Standards	CDOS - S1, S2 ELA - S1, S3, S7 ALS - A41, A4b, A4c
Concepts	Resumes Cover letters Interviews
Essential Questions	How do I create a resume? How do I gear my resume toward my sought-after position? What is the significance of a cover letter? How do I interview?
Enduring Understanding	Importance of written presentation Importance of oral presentation Understanding personal goals and developing steps to achievement
Strategies	Reflection on goals from previous unit. Change/add when necessary. Peer tutoring on resumes, etc. Interview/role-play between student and teacher, and student to student One-on-one practice interviews to be held during these weeks following an interview rubric
Assessments	Student oral presentation and performance in practice interviews following student created rubric Mock interview outcomes Interview with a teacher, a parent, a student Write a reflection of process

Unit 3: Interview Process

** Create a class project in community to teach students how to work together. **

Standards	CDOS - S1, S2, S3a ELA - S2, S3 ALS - A3a, A3b, A4b, A4c, A5c
Concepts	Interviewing for internships Setting new short-term goals
Essential Questions	Where would I like to interview? Why was I offered/rejected a position? How can I improve my interview skills? Have I accomplished my short-term goals? How do I select a position?
Enduring Understanding	Connecting success with preparedness Ability to analyze outcomes
Strategies	Group reflections Individual reflection of process in journal after each interview Site supervisor evaluation of student's interview abilities Thank you letters, emails, and phone calls
Assessments	Journal Supervisor Assessment Teacher evaluations of work relationships based on class project

Unit 4: Managing Family, School, and Job Responsibilities

Standards	CDOS - S2, S3a ALS - A1a, A1b, A4b, A4c
Concepts	Time management Maintaining positive relationships
Essential Questions	How do I prioritize? What are obstacles that I face day-to-day? How can I manage obstacles that prevent success? How do I make the most of my work relationships?
Enduring Understanding	Managing time Ability to prioritize Role in family, work, and school
Strategies	Work/Interview Journal Analyze case studies of people who face obstacles and resolve issues Use stories, movies etc. Create resolution-follow with story/movie's conclusion.
Assessments	Organized daily, weekly, monthly calendar New short-term goals and evaluate long-term goals

Unit 5: Money Management

Standards	CDOS - S1, S2 ALS - A4b, A4c MS - M1a, M3a, M7c, M7e, M7f, M8d
Concepts	Money management
Essential Questions	Where do I spend my money? What is the difference between want and need? Why should I save money?
Enduring Understanding	Significance of a bank account and saving money Planning for future financial independence
Strategies	Use advertisement and marketing schemes
Assessments	Enrollment and management of a bank account Weekly spending analysis. List all purchases for weeks. Create a new system of spending. Cut back on unnecessary purchases.

Unit 6: Cultural Series

Standards	CDOS - S1, S3a ALS - A4b, A4c SS - SS1j, SS1l, SS2a
Concepts	Understanding one's own culture and stigmas Learning about different cultures Applying knowledge and understanding of different cultures in the work environment
Essential Questions	What are the myths of my culture? How did these myths develop? Do I believe these myths? How do I accept and appreciate cultures different from my own?
Enduring Understanding	Cultural Awareness
Strategies	Guest speakers Trips to museums Articles
Assessments	Essay comparing one's culture to another culture—based on research Continue journals and include reflections on culture and how understanding pertains to the workforce

Unit 7 and 8: Office Tools

Standards	CDOS - S3a, S3b, S2 ALS - A2c, A3c, A3e, A4b, A4c MS - M1a, M4a, M4b
Concepts	Build computer skills. Build typing skills.
Essential Questions	How do I use Microsoft® Word, Excel®, and PowerPoint®? How do these new skills expand my job opportunities?
Enduring Understanding	Use of computer programs
Strategies	Computer lab and training pertinent to students' interests, etc. To be created with computer instructor
Assessments	To be determined by computer instructor PowerPoint® presentation Words-per-minute typing test Excel® spreadsheet Creation of a template

Unit 8 and 9: Provide Career Awareness to School Community

Standards	CDOS - S1, S2, S3b ALS - A1c, A2a, A2c, A3a, A4c, A5a, A5b, A5c
Concepts	Extend knowledge of workforce development to peers Students will create and run an assembly on workforce development and promote enrollment in LTW.
Essential Questions	How do I create a program to convey information? How will I work with others on a program? What strengths can I contribute to my group? How will I know our program was successful?
Enduring Understanding	Leadership and team work Using prior knowledge and new skills taught to create a project
Strategies	Examples of unsuccessful and successful businesses. Analysis of team and leadership. Use time management techniques from previous unit to organize tasks for program. Use computer tools to enhance presentation.

APPENDIX G: SAMPLE LEARNING TO WORK SEMINAR OUTLINE

Competencies involved refer to the New York State Learning Standards for Career Development and Occupational Studies (found in Appendix I).

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Session 1: Introduction to Internships

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

Competencies involved:

1. a, b, c, d
2. a
3. c, f
4. e
8. a

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

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

Competencies involved:

1. a, b, c, d
2. a, b
3. b, c
4. a, b, c, d, e
7. a

Session 3: Review of Homework from Previous Session

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

Competencies involved:

1. a, b, c
2. a, b
3. e, f
4. a, b, e
6. a, b, c
7. a
8. a, b

Session 4: Trip to a Small Business Internship Site

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

Competencies involved:

1. a, b
2. a
3. a, c, d
4. a, b, d, e
6. a, b, c
7. a
8. a, b

Session 5: Conflict Resolution Review

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

Competencies involved:

1. a, b, c
2. a, b
3. b, c, d
4. a, b, c, d, e
7. a

Session 6: Working Lunch

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

Competencies involved:

1. a, b
2. a, b
3. a, c
4. a, b, d
8. a

Session 7: Budgeting 101

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

Competencies involved:

1. a, b, c, d, e
2. a, b
3. c
4. c

Session 8: Financial Values

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

Competencies involved:

1. a, b, c, d
2. a, b
3. e, f

Session 9: Financial Literacy

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

Competencies involved:

1. a, b, c, d, e
2. a, b
6. b, c

Session 10: Job Searching

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

Competencies involved:

1. a, b, c, d
2. a, b
4. c
6. a, b, c
8. a, b

Session 11: Interviewing Review

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

Competencies involved:

1. a, b
2. a, b
3. a, b, c
4. a, b, c, d, e
7. a
8. a, b

Session 12: Trip to Selected Industry Workplace

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

Competencies involved:

1. a, b
3. a, c
4. a, b, d, e
6. a, b
7. a, b
8. a, b

Session 13: Resumes

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

Competencies involved:

1. a, b, c, d
5. b
6. a
8. a

Session 14: Career Exploration

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

Competencies involved:

1. a, b, c, d
2. a, b
6. a, b, c
7. a
8. a, b

Session 15: Financial Literacy 2

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

Competencies involved:

1. a, b
2. a, b
6. a, b, c
8. a

Session 16: Student Presentations on Internships

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

Competencies involved:

1. a, b
2. a, b
3. a, b, c, e, f
4. a, b, c, d
6. a, b

Session 17: Semester Conclusion and Review of Learnings

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

APPENDIX H: STUDENT INTERNSHIP LEARNING AGREEMENT

Sample form on pages 56–59

APPENDIX I: STUDENT INTERNSHIP PERFORMANCE ASSESSEMENT

Sample form on pages 60–69

APPENDIX J: SAMPLE COMPREHENSIVE ASSESSMENT PLAN

Sample form on pages 70–73

APPENDIX K: SAMPLE MISSED HOME VISIT LETTER

Sample form on page 74

APPENDIX L: SAMPLE PARENT ATTENDANCE LETTER

Sample form on page 75

APPENDIX M: SAMPLE POST HIGH SCHOOL PLANNING PORTFOLIO

Sample form on pages 76–83

The Post High School Planning Portfolio is a form used from intake to graduation.

The first two pages are completed at intake. The first page is usually done by an advocate counselor, and the second page is completed by an LTW staff. The rest is filled out

throughout the student's tenure at the YABC. The portfolio captures current information for each student and guides staff during the individual counseling sessions. The form

covers topics related to college, career and post high school planning. It also helps the students get a clear picture of where they are in the post high school planning process.

Any staff member who covers these topics or gathers information from a student can input information on the form.

Learning to Work

An Internship Program of the New York City Department of Education

Student Internship Learning Agreement

Student Intern Information:

Student Name: _____

School: _____

Student Emergency Contact: _____

Emergency Contact Telephone: _____

Learning To Work Program Counselor Information:

Name: _____

Agency: _____

Telephone: _____ e-mail: _____

Worksite Mentor Information:

Name: _____

Telephone: _____ e-mail: _____

Company: _____

Address: _____

Internship Schedule:

Start Date: _____ End Date: _____

Days/Hours: _____

Learning to Work

An Internship Program of the New York City Department of Education

Roles and Responsibilities of the Partners:

The student agrees to

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

The Worksite Mentor agrees to

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

The LTW Counselor/School agrees to

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

Learning to Work

An Internship Program of the New York City Department of Education

Job Description and Corresponding Competencies

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

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

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

Understand the world of work and career opportunities

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

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

Learning to Work

An Internship Program of the New York City Department of Education

Student Learning Agreement

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

Student: _____ Date: _____

LTW Counselor: _____ Date: _____

Site Supervisor: _____ Date: _____

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

Parent: _____ Date: _____

Learning to Work

An Internship Program of the New York City Department of Education

Student Internship Performance Assessment

Student Intern Information:

Student Name: _____

School: _____

Student's Job Title: _____

Learning To Work Program Counselor Information:

Name: _____

Agency: _____

Telephone: _____ e-mail: _____

Worksite Mentor Information:

Name: _____

Telephone: _____ e-mail: _____

Company: _____

Address: _____

Date of Review: _____

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

1. Basic skills

- a. Speaking
- b. Listening
- c. Reading
- d. Writing
- e. Quantitative analysis and math

2. Thinking skills

- a. Identifying problems
- b. Solving problems

3. Personal qualities/acting professionally

- a. Attendance and appearance
- b. Accepting direction and criticism
- c. Flexibility and maintaining self-control
- d. Respecting confidentiality
- e. Initiating and completing projects
- f. Time management

4. Interpersonal skills/interacting with others

- a. Interacting with customers/clients
- b. Interacting with co-workers
- c. Managing stress and conflict
- d. Respecting diversity
- e. Understanding personnel policy

5. Using technology

- a. Using work tools and office equipment
- b. Operating computers

6. Managing information/resources

- a. Collecting and organizing information
- b. Research and analysis
- c. Effectively using financial and human resources to accomplish planned activities

7. Understanding and working within systems

- a. Understanding the structure and various roles within the entire organization
- b. Understanding how systems performance relates to goals, resources, and functions of the organization

8. Understanding the world of work and career opportunities

- a. Relating skills, aptitudes, and abilities to future career decisions
- b. Identifying and becoming knowledgeable about a variety of distinct job functions and career pathways within the workplace

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

Student Performance Assessment for Targeted Competencies

Competency 1: Basic Skills

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

Student Performance Assessment for Targeted Competencies

Competency 2: Thinking Skills

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

Student Performance Assessment for Targeted Competencies

Competency 3: Personal Qualities/Acting Professionally

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

Student Performance Assessment for Targeted Competencies

Competency 4: Interpersonal Skill/Interacting with Others

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

Student Performance Assessment for Targeted Competencies

Competency 5: Using Technology

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

Student Performance Assessment for Targeted Competencies

Competency 6: Managing Information/Resources

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

Student Performance Assessment for Targeted Competencies

Competency 7: Understanding and Working within Systems

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

Student Performance Assessment for Targeted Competencies

Competency 8: Understanding the World of Work and Career Opportunities

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

Support Services Comprehensive Assessment

General Information

Participant Name:

Case Manager Name:

--	--

Family/Resource Information

Family Composition:

--

Are there other people the participant considers family?

--

With whom does the participant live?

--

How does the participant feel about their current living situation?

--

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

--

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

--

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

--

Whom does the participant call for help in a crisis?

--

Has the participant ever been in foster care?

--

Mental Health

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

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

Healthcare

Does the participant have a Primary Care Physician? Have they had a physical in the past year?

Does the participant have health insurance?

Does the participant have any current medical needs?

Sexual Health

Is the participant sexually active?

If yes, does the participant use protection against STDs?

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

Legal Issues/ Court Involvement

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

Substance Abuse

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

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

Self-Assessment

What does the participant consider to be their strengths?

What does the participant do in their spare time?

What activities does the participant engage in with their peers?

What does the participant consider to be their weaknesses?

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

Education

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

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

Comments *(To be completed by assessor.)*

--

Assessed By:

--

Title:

--

Signature:

--

Completed Date:

--

[INSERT COMMUNITY-BASED ORGANIZATION PARTNER'S LOGO HERE]

**Young Adult Borough Center at
[Location Name Here]**

Date: _____

Dear Parent/Guardian:

Sorry we missed you. We attempted to conduct a home visit today regarding your child's attendance. Your child has _____ absences from school this semester.

If you have any questions, call us at (555) 555-5555 with any concerns.

Intentamos realizar una visita a su hogar hoy para informarles de la ausencia de su hijo/hija a [Location Name] YABC. Por favor de llamarnos al (555) 555-5555.

Gracias por su cooperación.

Sincerely,

[CBO] Staff
YABC Program
[location name]

[INSERT COMMUNITY-BASED ORGANIZATION PARTNER'S LOGO HERE]

**Young Adult Borough Center at
[Location Name Here]**

Date: _____

Student Name: _____

Dear Parent/Guardian:

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

Please call us with your current information. If you have any further questions please feel free to contact us at (555)-555-5555.

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

Si usted tiene alguna duda o preguntas por favor llámenos al (555)-555-5555.

Sincerely/Sinceramente,

[CBO] Staff
YABC Program
[location name]

YABC Post High School Planning Portfolio

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

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

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

Requirements Needed to Complete Regents Diploma:

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

CAREER DEVELOPMENT

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

COLLEGE TRACK CHECKLIST:

College Exploration

- Personal Inventory:** Explore careers and why you want to go to college
- Research Schools:** Read materials & Website info, visit campuses, talk to counselors, understand the different types of educational opportunities available

College Applications

- Application requested & received/Choose Online Application**
- Compose a college essay, if necessary**
- Apply to schools**
- Send transcripts from your Home School**

SAT/ACT

- SAT/ACT registration (check fee waiver eligibility)**
- Test-taking preparation**
- SAT/ACT test completed**
- SAT/ACT test scores received**
- SAT/ACT test scores sent to colleges**

Financial Aid

- Understand Financial Aid/Scholarship Options**
- Complete FAFSA:** Parents' Federal Tax Forms 1040, 1040A, or 1040 EZ usually required
- Complete TAP:** FAFSA must be completed first. Completed State Tax forms are needed
- Review Admissions Decisions and Financial Aid Award Letters**

Transition to College Preparation

- Understand the differences between High School & College**

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

Date:	Notes:

Career Development

Student Self-Assessment

I enjoy doing (hobbies, passions):

I am good at doing (skills):

Educational Exploration

I have attended/experienced:

<input type="checkbox"/> College Fair/Career Night <input type="checkbox"/> College Campus Visit <input type="checkbox"/> College Overnight Visit <input type="checkbox"/> College Speaker at School	<input type="checkbox"/> Magazines, Pamphlets, Books <input type="checkbox"/> Internet Research for College <input type="checkbox"/> Individual Counseling for College <input type="checkbox"/> Group Seminar on College	<input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
---	---	--

Why do you want (or not want) to go to college?	What will help you succeed in your life after high school? If you want to go to college, what will help you excel while you are there?
---	--

College Type: <input type="checkbox"/> 2-yr College <input type="checkbox"/> 4-yr College <input type="checkbox"/> Vocational/Trade College <input type="checkbox"/> Special Training Programs <input type="checkbox"/> Not interested in any college or further training	Specifics:
--	-------------------

Location/Setting: <input type="checkbox"/> NYC only <input type="checkbox"/> Outside NYC <input type="checkbox"/> Campus feel <input type="checkbox"/> Rural/Suburban <input type="checkbox"/> Live at home <input type="checkbox"/> Live on-campus	Specifics:
---	-------------------

Size: <input type="checkbox"/> Large <input type="checkbox"/> Medium <input type="checkbox"/> Small <input type="checkbox"/> Accessible Professors/TA	Specifics:
--	-------------------

Activities: <input type="checkbox"/> Sports <input type="checkbox"/> Study Abroad <input type="checkbox"/> Religious <input type="checkbox"/> Cultural <input type="checkbox"/> Greek	Specifics:
--	-------------------

Majors/Programs: What careers or majors must the college have? Do you need a specific program to pursue the career you want?	Specifics:
---	-------------------

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

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

Career Research and Exploration

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

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

Colleges to Consider, Research and Explore:

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

College Applications

Is college essay necessary? Yes No If so, when was it completed? _____ Essay Topic: _____

Colleges	Application Received on:	Application Completed on:	Admissions Decision:
CUNY: www.cuny.edu <input type="checkbox"/> Baruch <input type="checkbox"/> Brooklyn <input type="checkbox"/> City <input type="checkbox"/> CSI <input type="checkbox"/> Hunter <input type="checkbox"/> John Jay <input type="checkbox"/> Lehman <input type="checkbox"/> Medgar Evers <input type="checkbox"/> York <input type="checkbox"/> Queens <input type="checkbox"/> City Tech <input type="checkbox"/> BMCC <input type="checkbox"/> Bronx CC <input type="checkbox"/> Hostos <input type="checkbox"/> LaGuardia <input type="checkbox"/> Kingsborough <input type="checkbox"/> Queensborough		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Accepted to: <input type="checkbox"/> Seek <input type="checkbox"/> CD Financial Aid Award Letter Received on: _____
SUNY: www.suny.edu _____ _____ _____ _____		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Accepted to: <input type="checkbox"/> EOP Financial Aid Award Letter Received on: _____
		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Financial Aid Award Letter Received on: _____
		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Financial Aid Award Letter Received on: _____
		<input type="checkbox"/> Online <input type="checkbox"/> Paper <input type="checkbox"/> Transcript: _____ <input type="checkbox"/> SAT/ACT: _____	<input type="checkbox"/> Incomplete: _____ <input type="checkbox"/> Not Accepted <input type="checkbox"/> Accepted Financial Aid Award Letter Received on: _____

Financial Aid: FAFSA/TAP/Scholarships

I have attended/experienced:

- College Costs Workshop: Intro to Financial Aid/Scholarships
- FAFSA/TAP Workshop
- Scholarships Workshop
- Other: _____

Is student eligible for Federal Aid?

- Yes No

Is student filing as an independent?

- Yes No

Has the student registered with Selective Service?

- Yes No Not Applicable

Student has the following information ready:

- | | |
|--|--|
| <input type="checkbox"/> Parents' Income Tax Forms | <input type="checkbox"/> Student Tax Forms |
| <input type="checkbox"/> Parents' W-2 Forms | <input type="checkbox"/> Student W-2 Forms |
| <input type="checkbox"/> Parents do not file taxes | <input type="checkbox"/> Student does not file taxes |
| <input type="checkbox"/> Other family income information | |

FAFSA
www.fafsa.ed.gov • www.pin.ed.gov

TAP
www.hesc.org

- FAFSA form received: _____
- Student PIN requested
- Parent PIN requested
- FAFSA completed: _____
 Paper Online
- SAR received: _____
- EFC Received at Colleges

Notes:

- TAP form received: _____
- TAP completed: _____
 Paper Online
- TAP College Choice: _____

Notes:

Financial Aid Award Letters

Scholarship Search List

Received From:	Verification Forms Requested?	Notes:	Name of Scholarship:	Due Date:	Complete?
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTES:

SAT/ACT Registration, Preparation and Scores

www.collegeboard.com • www.act.org

I have attended/experienced: Intro to SAT/ACT Test Prep

Other: _____

Registration	Test Date	Scores:	
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	SAT: Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	ACT: English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	SAT: Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	ACT: English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	SAT: Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	ACT: English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date: _____ <input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> Fee Waiver <input type="checkbox"/> Prep Booklet	Date: _____ Location: _____ Accommodations? _____	SAT: Math: _____ Verbal: _____ Critical Reading: _____ Total: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No	ACT: English: _____ Math: _____ Reading: _____ Science: _____ Composite: _____ Scores sent to colleges: <input type="checkbox"/> Yes <input type="checkbox"/> No

Final Choice College:	First Semester Begins on:

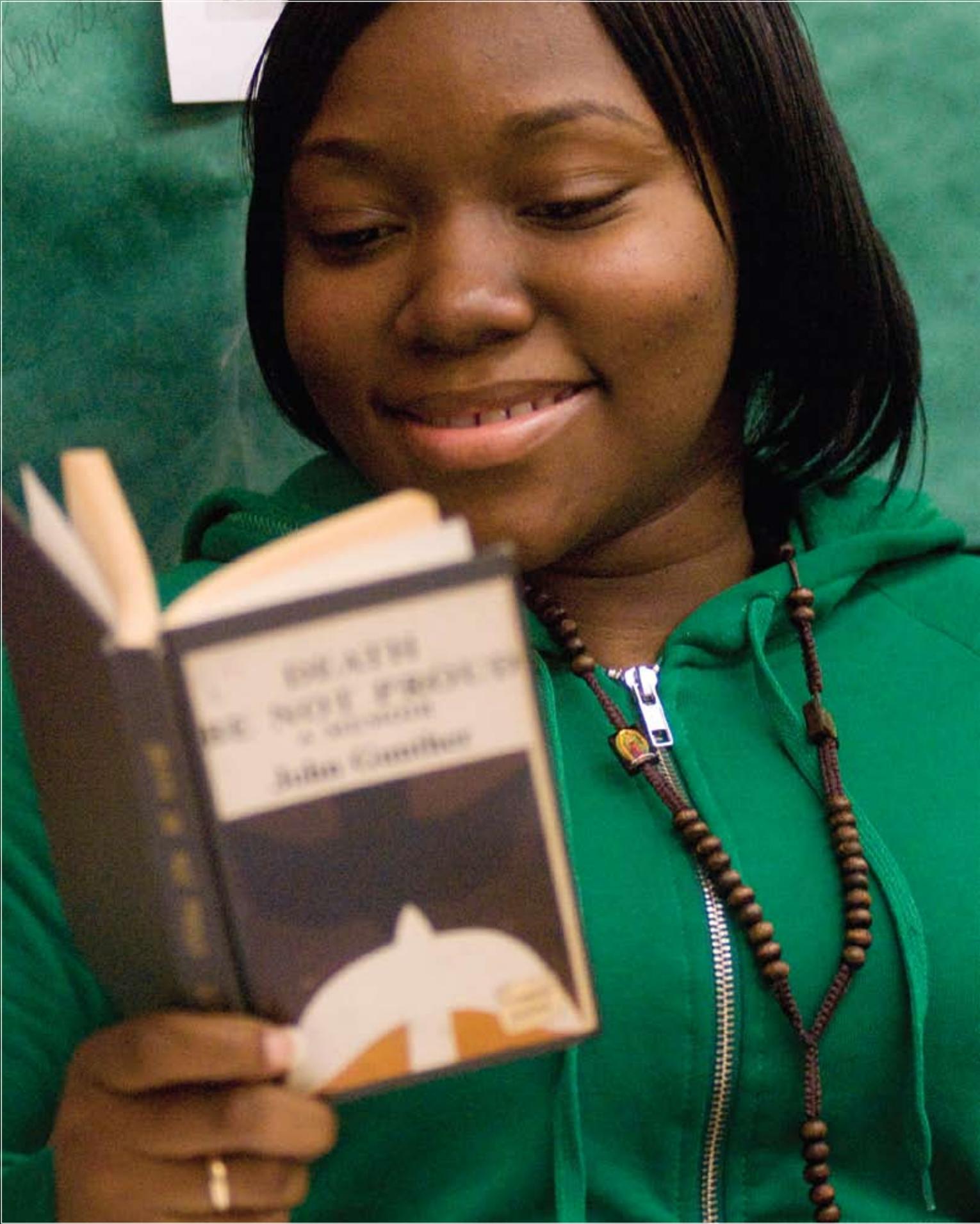
Transition to College Preparation

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

Checklist for Transition:

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

the basic
setting



Conclusion

The YABC program helps students reconnect to school and prepare for the transition to meaningful post-secondary education, careers, and/or training. Because we've structured the model to provide customized student schedules, intensive academic preparation, and wrap-around social supports, YABC programs offer a chance for students who have become disengaged to find success and graduate from high school prepared for the next step.

Notes

New York City Department of Education
Office of Multiple Pathways to Graduation
52 Chambers Street
New York, NY 10007
ompg@schools.nyc.gov

schools.nyc.gov/Offices/OMPG

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