

## EDUCATION INITIATIVES

Education is foundational to sustainable employment and self-sufficiency, but is not equally attained. An individual who earns a high school equivalency (HSE) diploma will increase his or her lifetime earnings by approximately \$331,000. An individual who earns an associate’s degree increases lifetime earnings by an additional \$423,000<sup>1</sup>. To address this, NYC Opportunity provides a broad range of programming focused on mentoring, increasing literacy skills, working with disconnected youth, and bridging the graduation rate gap. Programs are comprehensive and include support services, benefits, and paid opportunities for advancement. NYC Opportunity’s successful CUNY ASAP program is one such initiative that is being expanded to assist 25,000 students each year in creating a path towards graduation. NYC Opportunity tracks program participation and measures success by assessing educational gains in grade levels and attainment of a HSE diploma, high school diploma, or college degree.

### ► College

#### **CUNY Accelerated Study in Associate Programs (ASAP) (CUNY)**

*Assists students in earning associate’s degrees within three years by providing a range of academic and support services. ASAP targets students who need one or two developmental courses at the beginning of the program.*

START DATE: 09/2007 | FY 2016 BUDGET: \$23,151,611 (CUNY & YMI) | STATUS: Successful (2010) | SITES: 9

	FY 16 Actual	FY 16 Comparison Group
Cohort 9 Enrollment (Entered Fall 2015 and Spring 2016) <sup>2</sup>	5,678	N/A <sup>3</sup>
Cohort 8 (Fall 2014) Graduation Rate after Two Years <sup>4</sup>	34.30%	12.70%
Cohort 7 (Fall 2013) Graduation Rate after Three Years	57.60%	28.40%
Cohort 6 (Fall 2012) Graduation Rate after Three Years	55.40%	29.20%
Cohort 5 (Spring 2011) Graduation Rate after Three Years	57.1%	24.8%
Cohort 4 (Fall 2010) Graduation Rate after Three Years	44.5%	20.1%
Cohort 3 (Fall 2010) Graduation Rate after Three Years	47.4%	19.9%
Cohort 2 (Fall 2009) Graduation Rate after Three Years	55.5%	22.3%
Cohort 1 (Fall 2007) Graduation Rate after Three Years	54.9%	24.1%

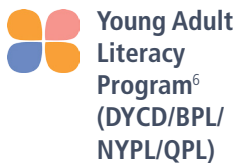


A teacher recruitment and retention strategy aimed at increasing the number of qualified male teachers of color within NYC public schools.

START DATE: 01/2016 | FY 2016 BUDGET: \$1,724,965 (YMI) | STATUS: Newly Launched | SITES: 13

	FY 16 Actual	FY 16 Target
Participants enrolled in academic training to become teachers (CUNY)	104	75
Full-time hires (DOE) <sup>5</sup>	N/A	-

## ► Pre-HSE & HSE



Tailors instruction to the needs and interests of disconnected young adults who read at pre-HSE (fourth to eighth grade) levels. Expanded in October 2011 as part of YMI. In 2015, half of sites were selected to implement a Bridge model, pairing academic instruction and workforce services to build the competencies necessary for work and career alongside education.

START DATE: 05/2008 | FY 2016 BUDGET: \$3,773,832 (NYC Opportunity & YMI) | STATUS: Implementation | SITES: 16

	FY 16 Actual	FY 16 Target	FY 15 Actual	FY 13-16 Trends
New Enrollees	725	-	713	
Placed in Internships	516	-	342	
Gained 1 or More Literacy Grade Level <sup>7</sup>	69% (312/453)	55%	39% (275/713)	
Gained 1 or More Numeracy Grade Level <sup>7</sup>	66% (296/451)	55%	37% (266/713)	
Graduated to Higher-level HSE Courses <sup>8</sup>	3	-	57	
Placed in a Job or Training	25	-	10	



An evidence-based intervention that builds school capacity to deliver one-on-one tutoring services to second grade students who are not reading at grade-level. The program launched in 30 of the lowest performing third grade reading proficiency schools. Additionally, Read More Corps, an AmeriCorps and NYC Service opportunity, has placed additional tutors in Reading Rescue schools to increase the number of students served.

START DATE: 11/2015 | FY 2016 BUDGET: \$364,160 (YMI) | STATUS: Newly Launched | SITES: 30

	FY 16 Actual	FY 16 Target
Number of students	387	-
Number of tutors	230	-
Number of students who completed the program	65	-
Average literacy gain of program completers	0.78	-

## ► Mentoring



Group mentoring program that engages middle school youth who reside in NYCHA communities and the surrounding areas. Mentoring participants take part in discussion groups, community service projects, and group outings.

START DATE: 01/2012 | FY 2016 BUDGET: \$1,279,840 (YMI) | STATUS: Implementation | SITES: 34

	FY 16 Actual	FY 16 Target <sup>9</sup>	FY 15 Actual	FY 13-16 Trends
Program Participants	395	408	303	
Mentors	94	102	81	
Mentoring Activity Hours	17,524	-	27,671	



*Trains HSE graduates who are enrolled in college to serve as mentors for current HSE students. IMPACT mentors also provide peer support for recent HSE graduates currently enrolled in college.*

START DATE: 01/2012 | FY 2016 BUDGET: \$270,000 (YMI) with additional Federal Funding | STATUS: Implementation | SITES: 2

	FY 16 Actual	FY 16 Target	FY 15 Actual	FY 13-16 Trends
New Enrollees	782	270	877	
HSE Exam Takers	177	133	262	
HSE Exam Passers	86	107	149	
Enrolled in College	54	32	57	

See Also: *Justice Community (Justice), Justice Scholars (Justice), NYC Justice Corps (Justice), Project Rise (Social Innovation Fund), Teen Action (Health), and Young Adult Internship Program (Employment).*

<sup>1</sup> Carnevale, A., Rose, S., and Cheah, B. (2011) The College Payoff: Education, Occupations, Lifetime Earnings. The Georgetown University Center on Education and the Workforce. Retrieved from: <https://www2.ed.gov/policy/highered/reg/hearulemaking/2011/collegepayoff.pdf>

<sup>2</sup> Indicators shown reflect the most recent outcomes for each cohort. Three-year graduation rates are only available for Cohorts 1 to 7. Cohorts 8 and 9 do not have any graduation data, as the cohort has not reached the three year mark yet.

<sup>3</sup> Beginning with Cohort 9, ASAP will no longer be creating comparison groups for analysis, but will instead monitor progress against goals based on historical outcomes from the previous eight cohorts.

<sup>4</sup> ASAP has a formal goal of 50 percent graduation within three years. The two year graduation rate is an interim benchmark.

<sup>5</sup> The first cohort of NYC Men Teach participants began full-time teaching assignments in September 2016 and will be reflected in FY 2017 data.

<sup>6</sup> Prior to FY 2016, data for the Young Adult Literacy program was reported jointly with data for Community Education Pathways to Success (CEPS), a similar, privately-funded literacy program for probationers launched by DOP in February 2013. CEPS sites ceased operations in the 3rd Quarter of FY 2015 following the expiration of private funding in January 2015.

<sup>7</sup> Beginning in Fiscal 2016, literacy and numeracy gains are calculated out of participants who take a post-test (skills assessment test) during the quarter. In prior years, gains were calculated out of total program participants. Literacy and Numeracy Gains reflect the number of full grade level gains achieved, but do not reflect participants that achieved partial grade-level gains in the reporting period. Trendlines reflect the number of receiving gains, not the rate.

<sup>8</sup> Beginning in Fiscal 2016, advancements to higher-level HSE courses are measured using the NYC Workforce Development Common Metric "Academic-Based Education Enrollments," which requires new verification documentation. Transitioning to this new metric in Fiscal 2016 resulted in a dip in reported outcomes for this Fiscal Year.

<sup>9</sup> Program targets changed mid-year due to the expansion to pilot 9 sites within the YMI target neighborhoods. This reflected in the "Actual" column.