



Quick Stats

Agency	Program/Policy Start Date	Number Served Annually	Annual Budget
Department of Education	Fall 2011	1600 schools (approximately)	N/A

Problem Statement	There is a persistent achievement gap in academic progress and high-school graduation rate between Black and Latino boys and other students.
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Research and Evidence	School leaders have historically adjusted their practice to improve Progress Report measures, indicating the effectiveness of this accountability strategy.
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Program Description	<p>Introduced metrics in the annual Progress Report that focus schools on improving the academic performance of academically struggling Black and Latino boys.</p> <p>Progress Reports for K-8 schools measure the percentage of a school's academically struggling Black and Latino boys that made exceptional progress in math and English during the previous school year.</p> <p>Progress Reports for high schools measure the graduation rate and type of diploma earned by academically struggling Black and Latino boys.</p> <p>The new measures reinforce existing Progress Report elements that motivate school staff to focus on high-need student groups, e.g., lowest-performing students citywide and allow public tracking of each school's success with academically struggling Black and Latino males.</p>
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Implementation Timeline	Annual reporting began Fall 2011
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Target Population	Academically struggling Black and Latino boys
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Expected Outcomes	Improved academic progress and graduation outcomes for Black and Latino boys
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Accountability



Quick Stats

Agency	Start Date	Number Served Annually	Annual Budget
Department of Youth and Community Development NYC Service	January 2012	300	\$1,000,000

Problem Statement

The educational and workforce outcomes for Black and Latino young men lag far behind their peers. These young men have alarmingly higher rates of poverty, unemployment, and teen parenthood, among other risk factors. Additionally, they are far more likely to drop out of high school. Many of these young people come from single-parent families who live in neighborhoods that offer few positive outlets. Research also has found that young people living in New York City public housing developments are at particular risk for poor educational outcomes. Often, these youth lack positive role models and relationships with caring adults, which can be critical to keeping them on track to graduate, pursue college, and go on to successful careers.

Research and Evidence

Recent studies indicate that youth who participate in quality mentoring programs are more likely to have positive attitudes toward school, less likely to initiate drug or alcohol use, and less likely to engage in negative behaviors related to delinquency.ⁱ Youth who are transitioning from elementary to middle school may be especially vulnerable. Some researchers suggest that these young adolescents struggle with self-esteem, competence, and self-concept and experience motivational decline.ⁱⁱ

Program Description

The goal of the Cornerstone Mentoring Program is to support youth in fifth through ninth grades during the transitions from elementary to middle school, and middle school to high school, by cultivating positive personal relationships and community involvement. YMI is enhancing DYCD Cornerstone programs located in 25 New York City Housing Authority (NYCHA) community centers to support and implement a mentoring component as part of their programs.

Each site will serve mentees in fifth through ninth grades. Mentoring will take place in a group format, and programs will be supported by a technical assistance (TA) vendor that will provide training to the mentors and mentoring program coordinators. The TA vendor will also provide coaching and advice to the mentoring program coordinators at each Cornerstone site during the first calendar year of the program.

Activities will take place at the program site or other agreed upon locations and will be of at least one hour's duration. They will be scheduled during community center operating hours, during the week or on weekends. The scope of the activities will be determined by the program but may include group discussions on issues related to school transitions, sports, meals, trips, cultural events, arts and crafts, and academic help. Activities may be organized around a theme such as "College and Careers" or "Exploring New

Cornerstone Mentoring

	<p>York City.”</p> <p><u>Community Service Projects.</u> Each program will participate in 2-4 one-day community service projects per program year. Some may be a large event, planned by DYCD, with input from the providers that involve all mentors and mentees from the 25 sites. Others will be site based, involving the mentors and mentees at each individual site that are planned and implemented by the mentoring program coordinators with input from the mentors and mentees.</p>
Implementation Timeline	Training of sites and recruitment and screening of mentors began in January, 2012. Mentoring activities began in March.
Target Population	The program serves youth in grades 5 through 9 who participate in DYCD Cornerstone programs in NYCHA community centers throughout the City.
Expected Outcomes	<ul style="list-style-type: none"> • Successful transition from middle school to high school • Youth exhibit positive changes in attitude toward self and others • Develop positive leadership skills • Cultivate an ethic of service

ⁱ Susan M. Jekielek, Kristin A. Moore, Elizabeth C. Hair, and Harriet J. Scarupa, “Mentoring: A Promising Strategy for Youth Development,” *Child Trends Research Brief*, February 2002.

ⁱⁱ Audra K. Parker and Stacey Neuharth-Pritchett, “Calming Rough Waters: Teacher Strategies for Smoothing the Transition to Middle School,” *Childhood Education*, Fall 2009.



Expanded Success Initiative

Quick Stats

Agency	Program/Policy Start Date	Number Served Annually	Annual Budget
Department of Education	January 2012	4,000 students (9 th grade cohort of 40 ESI schools)	\$7,000,000 – 8,000,000

Problem Statement	The reforms of the DOE’s Children First Initiative have increased academic success across all grades, the outcomes for Black and Latino males, though improved, remain troubling. Although the 2010 four-year graduation rates for Black and Latino males – at 54% and 52% respectively – are still well below the citywide average and 20 points lower than the graduation rates for their White male peers. For those Black and Latino young men who did graduate in 2010, only 18% and 21%, respectively, were deemed “college and career ready” as defined by the New York State Education Department. When performance is held constant, a students’ race and gender is far too determinative of educational success. This highly problematic phenomenon is this gap that ESI seeks to close.
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Research and Evidence	The strategy of ESI is grounded in evidence that schools require coherent systems for postsecondary planning across three inter-related areas of school operation: Academics, Youth Development, and School Culture (Conley, D.; Gilligan, C.; Murray, L; Noguera, P.). ESI will improve college and career readiness outcomes of Black and Latino young men by supporting the design, development, and expansion of these three areas of practice.
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Program Description	<p>ESI will invest deeply in a targeted group of schools to test, refine, and document best practices—then disseminate these practices system-wide. There are three key components of the ESI strategy:</p> <ol style="list-style-type: none"> Invest in 40 schools that demonstrate success in graduating Black and Latino young men, to strengthen and improve their practices towards a new bar of college and career readiness; Research, evaluate, and document successful practices showing us how to actually bridge the achievement gap in ways that are sustainable, replicable, and scalable; City-wide scale up of college advisement training across all high schools for school-based and network staff, focused on the most salient skill and knowledge areas connected to postsecondary access (15k total students will benefit annually); and Develop leading-edge educational models and open new schools that dramatically increase college and career readiness for all students, including Black and Latino young men
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Implementation Timeline	Planning Phase (January 2012 - May 2012) Implementation Phase (June 2012 – June 2015).
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Target Population	Black and Latino young men enrolled in high school; Network/Cluster and school-based staff to build capacity in successful postsecondary readiness practices.
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Expected	ESI expects narrowing of the postsecondary readiness achievement gap as
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Outcomes

measured by performance indicators of 9th grade cohort at target schools (e.g. credit accumulation in core subjects, Regents performance, attendance rates, etc.); Documentation of promising practices for further study and potential scale-up across the remainder of the DOE upon completion of the grant.

Quick Stats

Agency	Start Date	Number Served Annually	Annual Budget
City University of New York	January 2012	400	\$250,000

Problem Statement

Poverty, health, risk of violence, incarceration and life outcomes for young men of color, their families and communities are all strongly affected by educational attainment. Young black and Latino men are more likely to drop out of school than their white and Asian counterparts, and in 2009, New Yorkers without a high school degree or its equivalent had a median annual income of only \$19,123, just half the state average of \$37,814ⁱ. According to projections, six out of ten job openings in New York State by the year 2018 will require a postsecondary credential, and only one in ten job openings will be accessible to high school dropouts.ⁱⁱ

For many at-risk young men for whom a traditional high school degree is out of reach, the GED is their only option. GED pass rates in New York City are 48.1%, compared to the national average of 72.6%ⁱⁱⁱ. Even for those who earn a GED, most are not adequately prepared for college; and not surprisingly, transition to and persistence in college is low for GED recipients. For example, in 2008, only 13% of GED recipients were fully proficient in basic skills after the first month of enrollment at CUNY, and nearly 40% of GED enrollees did not earn any college credits in their first term^{iv}. In addition, most at-risk young men lack the basic skills, social supports and personal resilience that make persistence in education possible. This only compounds the challenges faced by first-generation college students.

Research and Evidence

Research has shown that peer mentoring is associated with higher GED pass rates and with greater transition to and retention in postsecondary studies^v. IMPACT (Improving My Progress At College Today) is an innovative peer mentoring model developed at Future Now, a GED and college success program located at Bronx Community College.

Future Now/IMPACT trains GED program graduates who are enrolled in college to serve as mentors for current GED students and to provide peer support for other alumni enrolled in college. The majority of Future Now students and IMPACT members are disenfranchised, formerly incarcerated and/or at-risk. IMPACT recognizes these learners as assets and develops learners' capacities and social capital in order to improve outcomes related to educational, employment and life goals.

IMPACT was created by Future Now GED graduates in 2007. Although it has not been formally evaluated, the program has consistently high GED pass rates (87% in FY11) and has dramatically increased college enrollment, retention, and graduation rates among Future Now participants. Before IMPACT, fewer than 30% of Future Now graduates attended college and the majority dropped out in their first semester. Today over 95% of its GED graduates are accepted into college and 67% of those students are completing at least two semesters and passing their courses with As and Bs^{vi}.

IMPACT

<p>Program Description</p>	<p>Through funding from the Young Men’s Initiative, two CUNY campus-based GED programs at Hostos Community College and Medgar Evers College have been chosen as pilot sites to replicate the Future Now/IMPACT model currently underway at Bronx Community College. Future Now will provide the technical assistance for the replication. The pilot programs will be coached to develop an IMPACT mentoring component in their programs, including a GED alumni network and a peer mentoring program to mentor and tutor GED students as well as build bridges to higher education. Project components include:</p> <ul style="list-style-type: none"> • An alumni-led peer mentoring initiative that takes the form of a club or organization and focuses on academic success of current GED students; • Assistance with entrance into higher education, including workshops on navigating a campus, applying for financial aid, selecting first-year courses, etc.; • On-going support from peers and program staff for GED alumni enrolled in college through monthly check-ins, quarterly leadership workshops, and one-on-one counseling as needed; • Staff training to establish a culture of success that focuses on students’ strengths; • Leadership development for GED students who become program alumni to return as leaders of the student-run club and/or program staff. <p>The overall goal is to assist both sites in increasing their students’ GED enrollment and pass rates, along with their college transition and retention rates.</p>
<p>Implementation Timeline</p>	<p>IMPACT services launched at participating GED programs in January, 2012.</p>
<p>Target Population</p>	<p>The program will target GED students at participating campuses with a focus on young males ages 16-24.</p>
<p>Expected Outcomes</p>	<p>IMPACT will increase the educational outcomes of young men and women living in impoverished communities. We seek to increase GED enrollment and graduation rates, as well as college transition and retention rates for these students.</p>

ⁱ *Failing the Test*, by Sarah Brannen, Center for an Urban Future, September 2011.

ⁱⁱ *Help Wanted: Projections of Jobs and Education Requirements Through 2018: New York State analysis*, by Anthony Carnevale et al, Georgetown University Center on Education and the Workforce, June 2010.

ⁱⁱⁱ *Failing the Test*.

^{iv} *College Readiness of New York City’s GED Recipients*, CUNY Office of Institutional Research and Assessment, November 2008.

^v *The relationship between college experience and academic performance among minority students*. by T. Saenz. The International Journal of Educational Management. 13/4 [199-207] 1999.

^{vi} Future Now/IMPACT Fact Sheet. The CUNY City-wide rate for Associate Degree programs is 61% retention for 2 semesters and 40% for four semesters.



NYC Success Mentors

Quick Stats			
Agency	Program/policy Start Date	Number Served Annually	Annual Budget
Mayor's Interagency Task Force on Truancy, Chronic Absenteeism and School Engagement	June 2010	More than 4,000 at-risk students citywide – from 50 pilot schools. <i>(Doubling to 100 schools and will be serving more students for the 2012-2013 school year)</i>	\$250,000*

*Not reflected in YMI Budget

Problem Statement	One in five NYC public school students—over 200,000—are chronically absent, meaning they miss 20 or more days of school per year. These numbers are higher in low-income communities. Research shows that the consequences of chronic absenteeism are severe: three out of four students who are chronically absent in the sixth grade will not graduate from high school. Nearly 80 percent of children in New York City's juvenile justice system were chronically absent preceding their arrest. And students with good attendance were more than twice as likely to score proficient on NYS examinations (ELA & math) than students who were chronically absent.
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Research and Evidence	<p>In its first pilot year, the Task Force's NYC Success Mentor Corps made a significant impact in reducing chronic absence among targeted students:</p> <ul style="list-style-type: none"> • Chronically absent students with Success Mentors gained over 11,800 days of attendance in the second pilot year (2011-12) • In elementary schools, 49% of students with full-year mentors exited CA status vs. 42% of students without mentors – 17% more. • In high schools, 23% of students with full-year mentors exited CA status vs. 18% of students without mentors – 27 % more. • The impact was even stronger for severely chronically absent high school students: 21% of high school students with full-year mentors exited SCA status vs. 10% of students without mentors – 119% more. <p>New Research: The Task Force hopes to evaluate mentor impact on social/emotional behavior and academic performance for year 2; national research, and pilot school anecdotal reporting, suggests a positive impact in these areas.</p>
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Program Description	The NYC Success Mentor Corps is an innovative, research-based, data-driven mentoring model that seeks to improve attendance, behavior and educational outcomes for at-risk students in low-income communities. It is the largest, most comprehensive in-school mentoring program in the nation, which maximizes mentor impact through targeted interagency collaboration, first-ever access to critical student data, innovative partnership models linking schools and mentors with local resources, and a rigorous infrastructure that evaluates and supports mentors in real time. Mentor trainings and retreats held during the year with top national mentoring leaders.
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	<p>Four Models piloted (all apply core practice components):</p> <ul style="list-style-type: none"> • External Mentors (ReServe, City Year, DFTA & others) • Internal Mentors (selected & trained school staff) • High School Peer-to-Peer (seniors target 9th graders) • Transition Coaches (specialized mentors targeting students returning from suspensions, juvenile facilities, homeless shelters; funded by NY Community Trust grant)
Implementation Timeline	<p>In Year 2 (2011-2012) school year, the Task Force has doubled its pilot schools to 50 and more than doubled the number of individuals serving as Success Mentors. For Year 3, the Task Force will again expand to 100 total schools, while continuing to develop new programs, infrastructure, and policy all aimed at supporting dissemination of the key learnings to as many schools in need as possible.</p>
Target Population	<p>The Task Force targets chronically absent students in low-income schools, who are at elevated risk of poor school performance, drop out and criminal justice involvement -- using the early warning data flag of chronic absenteeism.</p>
Expected Outcomes	<ul style="list-style-type: none"> • The Task Force expects to see even greater gains in reducing chronic absenteeism and improving educational outcomes for targeted students in the pilot schools. • The Task Force will expand beyond its 50 pilot schools next year, and significantly increase its current 4,000 mentee student population. • The Task Force will expand and strengthen its two most scalable mentor models.



Quick Stats

Agency	Program/Policy Start Date	Number Served Annually	Annual Budget
Department of Education	Fall 2010: Phase 1 schools Fall 2012: all schools	1600 schools (approximately)	N/A

Problem Statement	There is a significant achievement gap for black and Latino students with disabilities in New York City.
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Research and Evidence	<p>The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 states that Congress found the following: "research demonstrated that the education of children with disabilities can be more effective by having high expectations for such children and ensuring access to general education."</p> <p>After the application of this reform described below, Phase 1 schools (260) decreased initial referrals by 19.4% and saw an increase in movement to least restrictive environment when compared to non Phase 1 schools.</p>
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Program Description	<p>Target citywide professional development for networks (school support organizations) to increase capacity of schools to better serve children with special education needs</p> <p>Provide technical assistance in an effort to promote more flexible instructional programs and approaches and thus increase the number of students with disabilities participating in the general education curriculum</p> <p>Build system-wide instructional and organizational capacity at the central, network and school levels.</p>
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Implementation Timeline	Fall 2010: Phase 1 Pilot Fall 2012: Citywide implementation
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Target Population	Students with disabilities
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Expected Outcomes	<ul style="list-style-type: none"> Increase rates of movement of black and Latino boys from Most Restrictive Educational Environment (MRE) to Less Restrictive Educational Environment (LRE) Reduction in rates of suspensions of African-American boys with Individual Educational Programs
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Quick Stats

Agency	Program/Policy Start Date	Number Served Annually	Annual Budget
Department of Education	October 2011	20 schools	N/A

Problem Statement	Historically significant increase in suspensions of Black and Latino boys and young men
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Research and Evidence	<p>A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behavior, and health (Blum & Libbey, 2004). Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatsworth, 1998; Weissberg & Greenberg, 1998).</p> <p>Restorative approaches provide students with the opportunity to develop social emotional skills and can help schools prevent or deal with conflict before it escalates, build relationships and empower community members to take responsibility for the well being of others; increase the pro-social skills of those who have harmed others; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; provide wrong doers with opportunities to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found that compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in academic achievement (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).</p> <p>The Transition Coach mentoring model is supported by fifty years of resilience theory, which has documented that those children who have consistent access to caring, competent adults have better outcomes, including higher education and career aspirations and lower incidences of at-risk behaviors (Benard, Bonnie.1991; Chang, Hedy N., and Romero, Mariajosé. 2008).</p>
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Program Description	Since its creation, the Office of Safety and Youth Development (OSYD) has worked with Clusters, Networks, and schools on implementing practices that bolster social emotional learning and a positive school culture and climate. Initiatives have included professional training to promote progressive discipline and facilitating CBO partnerships with schools that have experienced challenges around building a positive culture and climate, offering graduate level courses (30 hrs) for teachers, counselors, social workers and administrators in Life Space Crisis Intervention, peer mediation
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School Discipline

Implementation	<p>and negotiation skills; providing Respect For All training to school staff to promote safe, inclusive and supportive school communities for all students; offering training for classroom teachers in Guided Discipline to promote more successful classroom management strategies; and working with the DOE's Office of Students with Disabilities around creating culturally inclusive schools and classrooms by using school-wide approaches like PBIS.</p> <p>In addition, as a result of the annual review and from input of principals, parents, students and advocates for two years (FY 11 and FY 12), OSYD's changes to the Discipline Code provide principals with a wider range of disciplinary responses to infractions. While some infractions still require a superintendent's suspension (Level 5 infractions for students in grades 4-12), principals now have a greater range of options than before in addressing Level 1-3 and some Level 4 infractions.</p> <p>As a result of this work, in 2010-11, NYC schools saw a decrease in superintendent's suspensions by about 8%. In 2011-2012, this downward trend continued with a decrease of 12% in Superintendent Suspensions. In addition, there was a decrease of 4% in Principal's Suspensions and an overall decrease of 5% in suspensions (Principal's and Superintendent's combined).</p> <p>To continue the work with schools to reduce suspensions, and provide students with more tools to be successful in school, in SY2011-2012 OSYD, along with Network staff, worked with 10 pilot schools. In 5 schools, staff members were trained to be transition coaches and in 5 schools, we assigned external mentors under ReServe. In the 10 schools, these individuals provided direct service to students returning from suspensions to support their successful re-engagement back into their home school, OSYD also provided professional development and technical assistance to school-based staff on restorative approaches in 10 additional pilot schools. The goal was to increase staff capacity to use restorative approaches as both a preventive strategy to build community and foster resiliency and as an intervention strategy to address behavioral issues at their onset as a part of a progressive approach to discipline-and reduce suspensions at the 20 pilot schools (the 10 transition coach schools and the 10 restorative approaches schools). For SY2011-2012, OSYD intends to expand this pilot by adding 8-10 more schools in the transition coach program.</p> <p>For the 20 schools participating in this pilot program, in SY2011-2012, we saw a 30% decrease in suspensions (Principal's and Superintendent's combined) when compared to the previous school year (2010-2011). Superintendent suspensions decreased by 20% and Principal suspensions decreased by 32%).</p>
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Implementation Timeline	Ongoing
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Target Population	Black and Latino males students with suspensions in pilot schools
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Expected Outcomes	Measurable reduction in the number of suspensions for black and Latino students.
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Quick Stats-Expanded Program

Agency	Start date	Number Served Annually	Annual Budget
Department of Youth and Community Development New York Public Library, Queens Public Library, Brooklyn Public Library	September 2008	678 (FY '11)	\$1,818,000 (FY '11)
YMI Expansion	September 2011	928	\$1,034,583*

*Does not include \$2,030,000 of agency base funds

Problem Statement	GED programs generally serve participants reading at the eighth grade level or above and very little is available for young people with fourth to eighth grade reading skills. The Commission for Economic Opportunity identified basic literacy services as a crucial need for young adults and the working poor – CEO's primary target populations. In New York State, approximately 30% of young adults between the ages of 16 and 18 and 22% of young adults between the ages of 19 and 24 have "below basic" literacy skills. ⁱ
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Research and Evidence	<p>Few literacy programs specifically target the needs and interests of young adults and 17-to-24-year-olds are often poorly served by adult literacy programs.ⁱⁱ Although adult education programs have long waiting lists, retention is a persistent problem among 17-to-24-year-olds, with dropout rates approaching 50% at many sites.ⁱⁱⁱ</p> <p>The Center for Economic Opportunity has invested in several initiatives that include a literacy component:</p> <ul style="list-style-type: none"> ▪ <i>CUNY Prep</i> helps out of school youth pass the GED and prepare for college. ▪ <i>SBS Customized Training Grants</i> support employer-based contextualized literacy and ESL for low-wage workers. ▪ <i>Multiple Pathways to Graduation (OMPG)</i> is the Department of Education's initiative to help over-age and under-credited students to complete high school, and includes basic literacy programs.
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Program Description	<p>The Young Adult Literacy Program creates pre-GED level literacy and numeracy classes for young adults (17-24 years old) based on best practices. Programs provide targeted instruction, work readiness, paid internships, and support services. The Young Men's Initiative is enhancing the programs in FY12 with an additional \$1,000,000 to support the launch of five new sites.</p> <p>The Young Adult Literacy programs use curriculum and instructional approach to the needs and interests of young adults who read at Pre-GED (4th to 8th grade) level. The program model offers a work readiness or internship/job placement component, modest participant incentives, and case management services to support sustained participation. Programs serve cohorts of approximately 20 students and engage them for an extended period, as most students need to advance several grade levels to enter GED programs or realistically compete in the job market.</p>
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Young Adult Literacy Program

Implementation Timeline	<p>There are 17 sites, of which eight are contracted with community-based organizations and nine are based at public libraries, including The New York Public Library, Queens Public Library and Brooklyn Public Library.</p> <p>CEO works with the Youth Development Institute (YDI) to provide technical assistance to the sites, promote lessons learned, and ensure that the programs provide high-quality services.</p>
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Implementation Timeline	<ul style="list-style-type: none"> All 5 new YMI sites (3 CBOs and 2 Library sites) launched in October, 2011.
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Target Population	<p>The programs target disconnected youth between the ages of 17 and 24 whose reading skills are between the fourth and eighth grade level, with a particular focus on those who read between the fourth and sixth grade level.</p>
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Expected Outcomes	<ul style="list-style-type: none"> Improved young adult program attendance and persistence Literacy and numeracy gains Successful transition of participants into GED programs, employment, or employment training
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ⁱ “Highlights from the 2003 New York State Assessment of Adult Literacy 13.” (2007) Washington D.C.: American Institutes for Research: http://www.air.org/publications/documents/SAAL_NY_web.pdf.

ⁱⁱ See generally, Flugman, B., Perin, D., and Spiegel, S. (2003) “An Exploratory Case Study of 16-20 Year Old Students in Adult Education Programs” available at web.gc.cuny.edu/dept/case/adult_ed/Adult_Ed_TimesRoman_Final_Rpt.pdf; see also Hayes, E. (1999) “Youth in Adult Literacy Programs” [Review of Adult Learning and Literacy](http://www.ncsall.net/?id=524) 1.<http://www.ncsall.net/?id=524>.

ⁱⁱⁱ Flugman et al., supra note ii at 61.