



**Department of
Youth & Community
Development**

Jeanne B. Mullgrav
Commissioner

November 12, 2008

Dear Community Members:

We are pleased to announce the issue of a new Concept Paper, a copy of which is attached, relating to Out-Of-School Time (OST) programs for high school youth. This Concept Paper is a precursor to a forthcoming Request for Proposals and we invite you to review it and send us your comments.

The Concept Paper draws on research that highlights the risk for dropout as students transition from middle school. Recent findings also underscore the importance of OST programs that offer older youth tangible benefits to help them graduate, pursue post-secondary education and training, and obtain relevant work experience. The proposals put forth in this Concept Paper are informed by input from numerous experts and stakeholders including panelists and guests who attended DYCD's June 3 symposium, *Securing Their Future: Creating an OST System for Young Adults*. This event was followed by focus groups and interviews with OST providers, youth development experts and advocates, high school and college students, and representatives of the Department of Education and CUNY.

We invite written feedback on the Concept Paper. Please email your comments to: cp@dycd.nyc.gov entering OST HS in the subject line of your email message. If you prefer, you may mail your comments to:

Cressida Wasserman
Planning, Research and Program Development
Department of Youth and Community Development
156 William Street
New York, New York 10038

Please note that we are only able to consider comments received by 5:00 p.m. on December 15, 2008.

The Concept Paper is posted on our website at www.nyc.gov/dycd. Please notify any others who may be interested in providing their input on this important program area.

Sincerely,

Jeanne B. Mullgrav



Department of Youth & Community Development

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Commissioner

Out-Of-School Time Programs for High School Youth Concept Paper

Introduction

The New York City (City) Out of School Time Initiative (OST), launched in 2005 by the New York City Department of Youth and Community Development (DYCD) with the strong backing of Mayor Michael R. Bloomberg, supports programs for youth of all ages, including high school students. In the original Request for Proposals (RFP), DYCD set minimum goals and broad guidelines for high school programs, but allowed flexibility with respect to individual program design, content, and format. These goals reflected the following youth development principles: to provide a healthy and safe environment; foster high expectations; foster consistent and positive relationships with adults and peers and a sense of community; support healthy behavior and physical well-being; and support the exploration of interests and the development of skills and creativity. Based on a commitment to continuous quality improvement, observations of best practices, lessons learned from providers and national research, DYCD intends to release a new RFP in the coming months that will seek qualified not-for-profit organizations to provide OST programs for high school youth that focus on the challenges around the transition to high school and on skills needed for success in college and the labor market.

Every year, encouraged and supported by family members, educators and others in their communities, many thousands of young people throughout the City achieve notable successes as they move into adulthood. Nevertheless, large numbers of students drop out of high school, and their failure to graduate can have long lasting adverse consequences. Even among those who graduate, many lack the skills, habits, and attitudes needed for success in college or the workplace.¹ In today's economy, the same levels of knowledge and skills are often required whether youth go to college or straight into the workforce.² To do well in the 21st century, all young people need to be competent in core academic subjects and acquire a wide range of other skills: for example, problem-solving, teamwork, communications, and information technology skills; financial literacy; global awareness; and life skills such as leadership, adaptability, and personal and social responsibility.³ The forthcoming RFP will call for program designs that acknowledge these realities and incorporate current thinking about the kinds of OST activities that are most likely to keep students engaged in high school so they achieve outcomes that will promote their future success.⁴

High School Graduation and Adolescent Development

Under the Bloomberg administration, there have been notable improvements in graduation and drop-out rates among students in public schools. Nevertheless, for the class of 2007, one third (38 percent) failed to graduate on time, and there are still significant gaps among different racial groups, and between genders.⁵ In some cases, the intersection of race and gender has created particularly dramatic differences: for example, a recent report estimated that, in 2006, only 32 percent of Black males in City public schools graduated on time.⁶

Educational, social and personal factors may all derail youth during high school;⁷ once off track, students quickly become overage and under-credited and are at much greater risk for dropout.⁸ Academic failure explains why many youth leave school without graduating, but there are other important causes of student disengagement. These include boring or insufficiently challenging classes; lack of motivation and inspiration to study hard; the need to earn money or take on family responsibilities; and traumatic events and experiences such as parental absence, or incidents of violence and abuse at home, at school, or in the neighborhood.⁹ It is reported, for example, that gay and lesbian teens drop out of school at three times the national average, often because of harassment and rejection by fellow students.¹⁰ One prominent researcher, Robert Balfanz, found an almost linear correlation between the percentage of poor students in a high school and the school's tendency to lose large numbers of students between grades 9 and 12.¹¹ He also drew attention to the fact that adolescence has its own risk factors that are compounded by poverty and called for intensive supports to help poor students "negotiate the treacherous transitions between educational levels."¹²

Youth struggling to stay engaged in high school are simultaneously facing the challenges of identity formation and the transition to adulthood common to all adolescents. To find their place in the world, youth need opportunities and supports that raise their aspirations, encourage them in their endeavors, and allow them to explore their educational and employment options. OST programs can address the distinctive developmental needs of adolescents, helping them to stay on track in school and gain the skills that are essential to their future success.

Necessary Skills and Interventions

Today, there is a broad consensus about what youth need to become successful adults. The report of the Mayoral Task Force on Career and Technical Education published in July summed up the challenges in the following way:

To be successful in our complex world and workplaces, students must develop sophisticated reading, writing, and mathematical knowledge and skills. But students need other skills, too. They need to be fluent in the use of information technologies, know how to apply knowledge to solve problems, and possess what are commonly referred to as 21st-century competencies.¹³

There has also been a convergence of thinking on what it takes to equip youth with the basic skills needed for success in college and the labor market. The essential elements were encapsulated in remarks by Bill Gates to the National Governors Association in 2005 when he referred to the "new three R's" as the basic building blocks of better high schools: *rigor* – ensuring that students get challenging coursework that prepares them properly for college or work; *relevance* – ensuring that high school courses relate to students' lives and goals; and *relationships* - ensuring that students have adults in their lives who know them, look out for them, and push them to achieve.¹⁴

New York City Department of Education (DOE) initiatives designed to improve outcomes for under-performing students in City public schools reflect similar thinking. These reforms include the reorganization of many large high schools into smaller learning communities; the creation of alternative pathways to educational qualifications for students who fall behind in high school; and, recently-announced plans to transform Career and Technical Education (CTE) into a "desirable, respected, and accessible option" for high school students.¹⁵ However, the cross-fertilization of ideas that has taken place has not been a one-way street: increasingly, OST providers see education and youth development goals going hand-in-hand and high school graduation as a crucial youth development outcome.¹⁶

OST programs can help young people navigate their way through adolescence. They can offer experiences that promote positive youth development and help youth acquire the skills that will promote

their success in high school, college, the labor market, and life.¹⁷ They can teach and reinforce critical thinking, problem solving, and other soft skills; they can provide programming to shore up weak academic skills and raise student aspirations; they can foster student confidence, a sense of self-efficacy, and a culture of learning; and they can offer supports to address personal and social issues commonly faced by teenagers, providing access to key resources, including counseling and other mental health services.

Proposed Competitions/Estimated Number of Contracts

Through its forthcoming RFP, DYCD will award contracts for OST high school programs under two competitions: (1) High School Transition programs; and (2) Transition to Adulthood programs. In contrast to the high school-level programs under prior RFP, it is anticipated that there will be an increase in the required minimum program hours and in the maximum funding per participant by DYCD, as indicated below under the Minimum Program Hours, Duration, and Price per Participant for each competition.

DYCD anticipates awarding approximately 70 contracts through the upcoming RFP.

Funding Allocations

It is anticipated that the maximum total annual funding for the OST high school programs will be approximately \$3.6 million in Year 1 and \$6.5 million in Year 2 and thereafter. Of these amounts, \$2.3 million in each year of City tax levy funds will be allocated to High School Transition programs. For the Workforce Investment Act (WIA) Transition to Adulthood programs¹⁸, the allocation is \$1.3 in Year 1 and \$4.2 in Year 2 and thereafter. Proposers for the Transition to Adulthood programs would be asked to indicate their capacity, if any, to serve additional participants in Year 2 and thereafter.

Minimum Qualification Requirements

In the forthcoming RFP, there will be a minimum qualification requiring proposers in the High School Transition programs competition to be incorporated as not-for-profit organizations and classified as tax-exempt organizations under Section 501(c)(3) of the Internal Revenue Code. Proposers will have to submit proof of their status as a not-for-profit and tax-exempt organization or proof of their application for such status by the proposal due date. There will be no minimum qualification for the Transition to Adulthood programs competition.

Contract Term

It is anticipated that the contracts awarded from the RFP will be for an initial period of two years starting September 1, 2009, with options to renew for up to four additional years.

Performance-Based Contracts

All contracts will have a performance-based component as indicated below.

Program Approach

The program approach and requirements under each competition would be as follows:

Competition I: High School Transition Programs

There is compelling research demonstrating that Grade 9 is a key intervention point for keeping high school youth on track and preventing dropout. The challenges associated with the transition from middle school are well-documented. For example, in many high-poverty urban schools, approximately half of all students coming into Grade 9 read at only sixth or seventh grade levels, a high percentage repeat the grade, and only 10 to 15 percent of “repeaters” graduate.¹⁹ In City public schools, approximately one third of students who became dropouts in 2007 were the expected age for the grade when they entered high school; two thirds were over age. The data suggests that substantial numbers of 9th graders can benefit from participation in OST programs designed to help them cope with their new educational environment and provide the educational and other supports they need.

The High School Transition programs would target students entering Grade 9 for a one-year intervention. The twin objectives would be to help with the transition to high school and address, in a timely manner, any educational, personal and social challenges faced by students. Programs would adhere to youth development principles but their content would differ from typical after-school activities, since they would be explicitly designed to help students stay on track and gain on-time promotion to Grade 10.

- Target Population and Service Levels

High School Transition programs would serve between 25 and 75 students entering Grade 9. Participants would primarily be students who achieved a Level 2 or Level 3 on Grade 8 standardized tests in English Language Arts and Math.²⁰

- Minimum Program Hours, Duration, and Price per Participant

Proposers would select one of the two options outlined below: It is anticipated that in both options the program hours would be outside the regular school day and minimum program duration would be six months.

- **Minimum of 120 hours per school-year.** The Total Price-Per-Participant for these programs would be \$900.
- **Minimum of 200 hours per year, including the summer.** The Total Price-Per-Participant for these programs would be \$1,350.

- Required Program Features

- *Cohort structure.* Entering ninth graders would enroll at the start of the school year and move through the program as a group. The purpose of the cohort structure is to foster peer bonding, develop a culture of learning, and increase support for students who in many cases will need to forge new relationships as they settle into the high school environment.
- *Orientation and supportive activities and services.* These would include retreats, workshops, advisories, and presentations designed to teach students how to manage the demands and maximize the benefits of high school. Activities would promote student confidence and peer support networks. Programs would also provide or facilitate access to support services, including tutoring in core academic areas to ensure students do not fall behind with credit accumulation.

- *Counselor-advocate for each participant.* All participating students would be assigned to a counselor-advocate responsible for keeping track of their progress (academic, social, and emotional) and helping them to address specific issues liable to jeopardize their progress. The counselor-advocate would have, at a minimum, a **two-year college degree** in a relevant field and appropriate experience to work effectively with participants, school personnel (such as teachers, guidance counselors, and parent advocates), external service providers, and parents/guardians to assist each individual student under his or her charge. He/she would have working knowledge of DOE requirements regarding credit accumulation for on-time promotion to Grade 10. The counselor-advocate would be pro-active in identifying and addressing issues facing students and be the first person to whom students would turn for assistance. The maximum student-to-staff ratio would be 30 students to one counselor-advocate.
- *Activities that involve parents.* All programs would be expected to include activities designed to help parents/guardians understand the demands of high school, student responsibilities, and graduation requirements in order to foster a supportive family environment. Meetings with parents or events attended by parents would count toward the required minimum program hours and might include events organized by the school, or meetings with the school guidance counselor and teachers.
- School Partnership Agreement

All High School Transition programs would be based in DOE high schools. Proposers would be required to complete and submit a School Partnership Agreement with their proposals. This would verify that proposers have reviewed their program design with the school leadership and secured the support and commitment, at a minimum, to the following items:

- Proposed program and services.
- Assistance identifying students with Level 2 and Level 3 test scores
- Protocol for selecting and removing students as program participants.
- Adequate dedicated space for the program within the school.
- Access to the school library and computer room.
- Regular meetings with school staff and others who interact with program participants: teachers, school counselors, and parent coordinators.
- Timely access by the proposer to student achievement information and data for the purpose of monitoring progress and responding quickly to specific issues.
- Performance Targets, Monitoring, and Reporting Requirements

The purpose of the High School Transition programs is to ensure that participants stay on track in school and are promoted to Grade 10 at the end of the year.

Performance Target

Participants advance from Grade 9 to Grade 10 at a rate 5 percent higher than the average rate of promotion. DYCD will reserve the right to withhold up to 10 percent of the value of the contract if the contractor fails to meet the performance target.

Monitoring and Reporting Requirements

Contractors would be expected to keep abreast of student progress and any challenges they encounter based on information provided by the participant, school personnel and parents. It is anticipated that DYCD will centralize the collection of individual student performance data to assess whether program goals have been achieved. To this end, the contractor would be required to collect participants' OSIS numbers and use DYCD Online, an OST enrollment and tracking system, to enter participant and program data.²¹

Competition II: Transition to Adulthood Programs

Today's youth are reading the labor market signals and understand that competence is vital to their future success. Students will participate in OST programs if they offer tangible benefits that advance school, college or employment goals.²² Transition to Adulthood Programs would include a wide range of projects designed to reflect the interests and priorities of teenagers, retaining them in structured activities that build academic, workplace, and personal skills. All program activities would intentionally highlight the relationship between achievement at school and later success and the importance of good work habits, personal responsibility and accountability to peers and the wider community. The primary aim of the programs would be to ensure that students attain one or more of the following outcomes: a high school diploma or GED; an approved technical or occupational skills certificate; or placement in a job or in a post-secondary education or training program. Programs would be tailored to the needs and interests of individual participants and incorporate the elements and outcomes required under WIA.²³ (See page 7, Performance Measures, Monitoring and Reporting Requirements.) Program staff would be professionals equipped to work with high school youth and help them achieve their goals.

- Target Population

The Transition to Adulthood programs would serve NYC public school juniors and seniors who are:

- Legally authorized to work in the United States; and
- "Low Income" as defined under WIA 29 USCS § 2801 (25); and
- Fall within one or more of the following categories: deficient in basic literacy skills; homeless, a runaway or a foster child; pregnant or parenting; an offender; require additional assistance to complete an educational program, or to secure and hold employment, including youth with disabilities.

- Price per Participant, Minimum Program Duration, Hours

It is anticipated that the maximum price per participant would be \$2,700. Minimum program duration would be 12 months, with follow-up services for at least a further 12 months. Programs would be required to offer a minimum of 250 hours of services during the school year. During the summer, they would provide participants with 175 hours work experience over an expected seven-week period.

- Required Program Features

- *Assessment, Individualized Service Strategies, and Case Management.* Programs would assess participants at enrollment to determine academic, work readiness, occupational skills, interests and service needs. Individualized service strategies, with short and long

term goals, would be based on the assessments. Case managers would motivate and support participants as well as coordinate the services and information needed to enable participants to achieve their goals.

- *Strengthening academic skills.* Activities would be designed to enhance basic math, reading, writing, and communication skills leading to high school graduation. Services would include tutoring, study skills training, computer-assisted and project-based learning and be designed to encourage regular school attendance and pursuit of post-secondary education opportunities.
- *Work readiness and career exploration.* These activities would include a DYCD work readiness curriculum and engage participants in realistic career exploration and authentic work experiences through internships and job shadowing.
- *Summer employment.* Contractors would offer a minimum of 7 weeks paid employment to each program participant. Placing youth in DYCD's Summer Youth Employment Program would meet this requirement. Job placements would be expected to correspond with the interests of the participants and directly reflect academic and occupational skills learned during the school-year activities.
- *Life skills and leadership.* These activities would include team work and peer-focused activities that enhance positive social behaviors and build self-confidence.
- *Support and follow-up services.* These services would include practical assistance, counseling, adult mentoring, health and mental health services provided direct or through referrals to other trusted providers. Follow-up support would be provided for no less than 12 months after a participant's exit from the program.

- Linkages

Transition to Adulthood Programs may be school-based or center-based. Proposers of school-based and center-based programs would submit Linkage Agreements with their proposals to demonstrate linkages with employers and educational and cultural institutions, as appropriate, in accordance with their program designs. Proposers of school-based programs would, in addition, submit Linkage Agreements with participants' schools to demonstrate the support of the school's principal and access to participants' teachers, student data, school programs and facilities, as appropriate.

- Performance Measures, Monitoring and Reporting Requirements

The contractor would collect and report data through an online reporting system developed by DYCD that incorporates the WIA Common Measures. These are attainment of a high school diploma, GED or approved technical or occupational skills certificate, or placement in employment or enrollment in post-secondary education and/or advanced technical or occupational skills training.²⁴ It is anticipated that 20 percent of payments under the contract would be tied to participants' attainment of these required outcomes.

Planned Method of Proposal Evaluation

Proposals will be evaluated pursuant to the evaluation criteria set forth in the RFP, which will include: quality and quantity of successful relevant experience, demonstrated level of organizational capability, and quality of proposed approach.

Procurement Timeline

It is anticipated that DYCD will release an RFP for this procurement in January 2009. The proposal submission deadline will be approximately four weeks after the release of the RFP.

Comments

Please email comments on the concept paper by December 15, 2008 to cp@dycd.nyc.gov inserting the words “OST high school programs” in the subject line. Written comments may also be mailed to:

Cressida Wasserman
Department of Youth and Community Development
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156 William Street, 2nd Floor
New York, New York 10038

Endnotes

¹ See, for example, *Are They Really Ready to Work?* Employers Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce. Corporate Voices for Working Families. http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf; *Results that Matter-21st Century Skills and High School Reform*. Partnership For 21st Century Skills. March 2006.

<http://www.21stcenturyskills.org/documents/RTM2006.pdf>; *Chance of a Lifetime*. Center for An Urban Future. May 2006. <http://www.nycfuture.org>. Ready for Work. Advocate Series Action Brief #2. Forum For Youth Investment, September 1, 2006. <http://forumforyouthinvestment.net/files/Ready%20for%20Work%20June%202008%20v2.pdf>;

² See, for example, Craig D. Jerald. Measured Progress: A Report on the High School Reform Movement. Education Sector Reports. March 2006. <http://www.educationsector.org/>; Robert Ivry, Fred Doolittle. Improving the Economic and Life Outcomes of At-Risk Youth. <http://www.mdrc.org/publications/361/concept.html>; *Chance of a Lifetime*, Op. Cit; Kelly Hupfeld: Resiliency Skills and dropout Prevention - A Review of the Literature. http://scholarcentric.com/key_facts_at_risk_students_dropouts_resiliency_skills.html; Michael Bangser. Preparing High School Students for Successful Transitions to Postsecondary Education and Employment. MDRC Issue Brief. August 2008. http://www.betterhighschools.org/docs/PreparingHSStudentsforTransition_073108.pdf

³ Ready for Work. Advocate Series Action Brief #2, Op Cit.

⁴ For example, Chicago's carefully conceived program for high school youth, *After School Matters*.

⁵ In 2007, the four-year graduation rate in City public schools was 62 percent overall, but for Black students it was 57.5 percent and for Hispanic students it was 53.4 percent. For females, the rate was 66.9 percent, but for males, it was only 56.8 percent. New York City DOE. Class of 2007 4-Year Longitudinal Report. 2008. <http://schools.nyc.gov/daa/reports/default.asp>

⁶ *Given Half a Chance: The Schott 50 State Report on Public Education and Black Males*. Executive Summary 2008. The Schott Foundation. <http://www.blackboysreport.org/files/schott50staterreport-execsummary.pdf>. Full Report. <http://www.blackboysreport.org>.

⁷ See for example, *The Silent Epidemic*. A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation. John M. Bridgeland, John J. DiLulio Jr., Karen Burke Morison. <http://www.silentepidemic.org/pdfs/thesilentepidemic306.pdf>; *Chance of a Lifetime*. Center for an Urban Future. May 2006. www.nycfuture.org

⁸ New York City Department of Education Multiple Pathways Initiative Summary Findings: The Parthenon Group Presentation to New York State Regents and Commission, State Education Department, October 23, 2006. http://www.ytfg.org/documents/Presentation_to_Regents_Broad_Distribution.pdf

⁹ See, for example, the Silent Epidemic Ibid.

¹⁰ Hetrick-Martin Institute. *LGBTQ youth* statistics. http://www.hmi.org/HOME/FOR_THE_PUBLIC/Article/Params/articles/1320/pathlist/s1050_o1222/default.aspx#item1320; Lena Hegi Welch. Reflections on the Harvey Milk School EDU 7006 Cultural Influences December 2003. <http://209.85.165.104/search?q=cache:HfQHTOSi5iIJ:research.trevecca.edu/uploads/200401301200001welch.doc+GLBTQ+dropout+statistics+new+york+city&hl=en&ct=clnk&cd=1&gl=us>

¹¹ Balfanz defined poor students as those eligible for free or reduced price lunches and pinpointed extreme poverty as “the fundamental driver of low graduation rates.” See, *The Graduation Crisis and What We Can Do About It – Federal Role in Secondary School Reform*. Robert Balfanz. Center for Social Organization of Schools, Johns Hopkins University. Testimony prepared for the Senate Committee on Health, Education, Labor and Pension Hearing on NCLB Reauthorization: Modernizing Middle and High Schools for the 21st Century. April 24, 2007. See also, http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/YESG_BalfanzPresentation.ppt#513,16,ConcentratedPoverty.

¹² Ibid.

¹³ Mayoral Task Force on Career and Technical Education Innovation. Final Report, July 2008. http://schools.nyc.gov/NR/rdonlyres/91B215BF-21F8-4E11-9676-8AFCFBB170E0/0/NYC_CTE_728_lowres.pdf; see also, Richard J. Murnane and Frank Levy's "Teaching the New Basic Skills: principles for Educating Children to Thrive in a Changing Economy" (1993) has been especially influential in promoting the importance of "soft" skills.

¹⁴ <http://www.nga.org/cda/files/es05gates.pdf>

¹⁵ Press Release, July 30, 2008. http://www.nycp.org/pressReleases/2008/pr_073008_task_force.html; See also, "New Vision for Schools Proposes Broad Role" by Sam Dillon. New York Times July 15, 2008 http://www.nytimes.com/2008/07/15/education/14cnd-teachers.html?_r=1&sq=education&st=cse&adxnml=1&oref=slogin&scp=2&adxnmlx=1216220722-yA9VH1URBHmGCYNxnqvkFg

¹⁶ These points were highlighted at the Symposium, "Securing Their Future: Creating an OST System for Young Adults" that was convened at Baruch College by DYCD on June 3, 2008.

¹⁷ For example, Robert M. Goerge, Gretchen Ruth Cusick, Miriam Wasserman, and Robert Matthew Gladden (2007) After-School Programs and Academic Impact: A Study Of Chicago's After School Matters. http://www.Chapinhall.Org/Article_Abstract.aspx?Ar=1444; Jennifer Birmingham & Richard N. White. Promoting Positive Youth Development for High School Students. Services and Outcomes for High School Students in TASC Programs (PSA 2005); Jerome Hips, Marycruz Diaz, and Greg Wingren. California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program. Independent Evaluation. Final Report WestEd January 2007; Christina A. Russell et al. Evaluation of the New York City Out-of-School Time Initiative: Implementation of Programs for High School Youth. Policy Studies Associates. Inc. June 2008.

¹⁸ The Workforce Investment Act of 1998. 29 USCS § 2801 et seq. See, <http://www.doleta.gov/usworkforce/wia/act.cfm> See also, <http://www.doleta.gov/usworkforce/wia/finalrule.txt>

¹⁹ Balfanz, Robert and Nettie Letgers. 2006. *Closing "Dropout Factories": The Graduation Rate Crisis We Know and What Can Be Done About It*. Commentary in *Education Week* 25, no. 42

²⁰ New York State Grade 8 Standardized Tests rates students as follows: Level 4 – Exceeds the standards; Level 3 – Meets all the standards; Level 2 – Meets some but not all the standards or partially meets the standards; Level 1 – Shows serious academic problems.

²¹ The OSIS number is the Student Information System nine-digit student identification number assigned to New York City Public School students.

²² See, e.g. recent NYT article "Seniors See Summer School as an Opportunity to Get Serious and Graduate" by Jennifer Medina. August 11, 2008; Lauver et al (HFRP 2004) Op. cit; Helping Youth Succeed in Out-of-School Time Programs. American Youth Policy Forum (AYPF) January 2006. <http://www.aypf.org/publications/HelpingYouthOST2006.pdf>

²³ See: Training and Employment Guidance Letter No. 17-05 at <http://wdr.doleta.gov/directives/attach/TEGL17-05.pdf>; and Training and Employment Guidance Letter No. 17-05 Change 1 at <http://wdr.doleta.gov/directives/attach/TEGL/TEGL17-05c1.pdf>;) Programs would include 12 months of follow-up services following exit from the program.

²⁴ See, Common Measures At A Glance http://wdr.doleta.gov/directives/attach/TEGL17-05_AttachA.pdf