LAYC Career Academy

Preparing youth for careers and college
Too many DC youth and young adults are falling behind

- Low high school graduation rates
  - 43% for the class of 2008, according to the EPE Research Center

- High truancy rates
  - Ranging from 18%-65% in DCPS comprehensive high schools

- High unemployment rates
  - 49% among 16-19-year-olds (2009)
  - 17% among 20-24-year-olds (2009)
About 9,000 low-income D.C., youth are not enrolled in school, are unemployed, or are not in the labor force.

Source: Brookings Institution analysis of 2009 American Community Survey
We lose young people at multiple points along the educational pipeline

Of every 100 incoming D.C. public school 9th graders in the fall of 2001:
- 43 graduated high school in 5 years
- 29 enrolled in post-secondary education within 18 months
- 9 earned a post-secondary degree within 5 years of college enrollment

*Double the Numbers for College Success, 2006*

Nationally, of every 100 students entering 9th grade:
- 67 completed high school
- 38 directly enrolled in post-secondary education
- 26 returned to post-secondary ed for a second year
- 18 completed a BA/BS within 6 years or an AA/AS within 3 years

*Ewell et al, “Conceptualizing and Researching the Educational Pipeline,” National Center for Higher Education Management Systems, 2003*
We need more and stronger pathways to adult success

A New Career Pathways Framework

The Mainstream Framework: One Linear Path
High School → 4-year college → Career

The New Framework: Multiple Non-Linear Paths
The new framework accommodates numerous educational trajectories on the way to a good job.
For more information, please contact:

Martha Ross
202-797-6019
mross@brookings.edu

www.brookings.edu/washington
www.brookings.edu/metro
We give hope
Who We Are

Staff
• 16 full/part-time staff
• 5 interns/AmeriCorps

Volunteers
• 40-45 volunteers each term / 80+ volunteers each year
• Donate over 3000 hours a year = $51,750 ($17.50 / hour)

Board of Directors: 20 – 25 volunteer members

Budget: 1.4 million

Locations
• Edgewood Campus (main – Ward 5)
• STRIVE DC Campus (Ward 6)
• Overlook Campus (Ward 8)
**Programs & Services**

**ABE (Adult Basic Ed) & GED Classes**: small group classes in reading, writing, math, social studies and science for learners aspiring to earn their GED *(General Ed. Development is equivalent to a high-school diploma)*

**External Diploma Program (EDP)**: an alternative means of earning a DC high school diploma by demonstrating mastery of 65 life-skills competencies and one individualized competency

**Pathways to Success**: designed to assist adults who have a high-school credential but lack the skills needed for post-secondary education or job placement; courses include advance reading, writing and math as well as a college prep class and help with admission and financial aid applications

**Strive for Success**: an intensive GED program for young adults 16-25, offered in partnership with STRIVE DC.

*In addition to our educational programs, we provide career counseling and computer training for our learners.*
Fewer Students Graduating High School

• Perceived ‘national high school dropout epidemic’ (Bridgeland, Dilulio, & Morison, 2006)

• About 30% of all students are ‘dropping out’ (Bridgeland, Dilulio, & Balfanz, 2009; Glass & Rose, 2008)

• Nearly 50% of African-American, Latino, and Native American students are ‘dropping out’ (Bridgeland, Dilulio, & Balfanz, 2009; Glass & Rose, 2008)

More Teens/Young Adults in GED Programs

• From 1991 to 1999, 35% of GED students were between the ages 17 and 24 (Boulder, 2008)

• In 2000, 41% of GED students were between the ages 17 and 24 (Boulder, 2008)

• In 2007, more than 60% of GED recipients were younger than 25 (American Council of Education, 2008)
## Youth Enrolled in AoH Programs

<table>
<thead>
<tr>
<th>Age Group</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-24</td>
<td>93</td>
<td>96</td>
<td>93</td>
<td>83</td>
<td>91</td>
<td>77</td>
<td>69</td>
<td>74</td>
<td>132</td>
<td>149</td>
<td>55</td>
</tr>
<tr>
<td>25-44</td>
<td>193</td>
<td>202</td>
<td>181</td>
<td>174</td>
<td>189</td>
<td>115</td>
<td>144</td>
<td>131</td>
<td>151</td>
<td>138</td>
<td>105</td>
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<tr>
<td>45-59</td>
<td>72</td>
<td>66</td>
<td>72</td>
<td>62</td>
<td>63</td>
<td>72</td>
<td>92</td>
<td>110</td>
<td>92</td>
<td>107</td>
<td>70</td>
</tr>
<tr>
<td>60 plus</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>367</td>
<td>371</td>
<td>353</td>
<td>324</td>
<td>354</td>
<td>271</td>
<td>319</td>
<td>328</td>
<td>392</td>
<td>412</td>
<td>243</td>
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<table>
<thead>
<tr>
<th>Age Group</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-24</td>
<td>25.3%</td>
<td>25.9%</td>
<td>26.3%</td>
<td>25.6%</td>
<td>25.7%</td>
<td>28.4%</td>
<td>21.6%</td>
<td>22.6%</td>
<td>33.7%</td>
<td>36.2%</td>
<td>22.6%</td>
</tr>
<tr>
<td>25-44</td>
<td>52.6%</td>
<td>54.4%</td>
<td>51.3%</td>
<td>53.7%</td>
<td>53.4%</td>
<td>42.4%</td>
<td>45.1%</td>
<td>39.9%</td>
<td>38.5%</td>
<td>33.5%</td>
<td>43.2%</td>
</tr>
<tr>
<td>45-59</td>
<td>19.6%</td>
<td>17.8%</td>
<td>20.4%</td>
<td>19.1%</td>
<td>17.8%</td>
<td>26.6%</td>
<td>28.8%</td>
<td>33.5%</td>
<td>23.5%</td>
<td>26.0%</td>
<td>28.8%</td>
</tr>
<tr>
<td>60 plus</td>
<td>2.5%</td>
<td>1.9%</td>
<td>2.0%</td>
<td>1.5%</td>
<td>3.1%</td>
<td>2.6%</td>
<td>4.4%</td>
<td>4.0%</td>
<td>4.3%</td>
<td>4.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
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</tbody>
</table>

25% – 30% of AoH learners are considered disconnected youth.
## Educational Functioning Levels

<table>
<thead>
<tr>
<th>EFL</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Beginning Literacy (0-1.9)</td>
<td>13</td>
<td>9.7</td>
</tr>
<tr>
<td>Beginning ABE (2.0-3.9)</td>
<td>39</td>
<td>29.1</td>
</tr>
<tr>
<td>Low intermediate ABE (4.0-5.9)</td>
<td>42</td>
<td>31.3</td>
</tr>
<tr>
<td>High Intermediate ABE (6.0-8.9)</td>
<td>33</td>
<td>24.6</td>
</tr>
<tr>
<td>Low Adult Secondary (9.0-10.9)</td>
<td>8</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>135</td>
<td></td>
</tr>
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</table>
STRIVE DC and Academy of Hope created *Strive for Success* in summer 2009 through a stimulus grant from United Planning Organization.

**Reasons to Partner**

- Provide quality/holistic services for youth in Ward 6
- Both organizations had track records of success
- Opportunity to increase/leverage funding via partnership (ARRA)
- Made good sense

The synergy between STRIVE DC and Academy of Hope created an ideal partnership to help youth achieve the immediate goal of a GED and the long-term goal of self-sufficiency. With AOH’s expertise in educating adults and STRIVE DC’s success with helping people to learn to support themselves, *Strive for Success* provides participants with quality educational, career, and life skills training in a supporting and empowering environment.
STRIVE for Success
Overview of Program Components

Case Management
Ongoing, one on one assistance to address barriers during and upon completion of the program.

Field Trips
Each week the youth go on field trips. The purpose of the field trips is one, to support the classroom instruction and to introduce youth to the DC Community at large.

Team Projects
Each semester, youth work on a team project. These projects support the classroom instruction and artistic interests. Program participants are asked to develop a play or write and speak poetry or spoken word.
STRIVE for Success
Overview of Program Components

Career and Academics

Computer Training
Basic computer skills and Microsoft applications

Career Assessment/Counseling/readiness
Students receive career assessment services and develop long/short-term career transition plans. The develop job search portfolios and learn what’s needed to get and keep a job.

GED/College Preparation
High interest thematic approach to instruction. Focus on five subjects of the GED under a single theme. Graduates transition to Bridge/College Pathways program at AoH.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 PM – 1:15 PM</td>
<td>Language Awareness</td>
<td>Language Awareness</td>
<td>Language Awareness</td>
<td>Language Awareness</td>
<td>Independent work on Plato</td>
</tr>
<tr>
<td>1:15 PM– 2:15 PM</td>
<td>Thematic Unit: Lit and the Arts</td>
<td>Thematic Unit: Social Studies</td>
<td>Thematic Unit: Science</td>
<td>Thematic Unit: Writing</td>
<td>Specialized Tutoring</td>
</tr>
<tr>
<td>2:15 PM – 2:30 PM</td>
<td>Grammar</td>
<td>Grammar</td>
<td>Grammar</td>
<td>Grammar</td>
<td>Work with Case Manager</td>
</tr>
<tr>
<td>2:30 PM – 2:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Community Outings</td>
</tr>
<tr>
<td>2:45 PM – 4:15 PM</td>
<td>Fast Track Math</td>
<td>Fast Track Math</td>
<td>Fast Track Math</td>
<td>Fast Track Math</td>
<td>Team Building</td>
</tr>
<tr>
<td>4:15 PM-5:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PLATO</td>
</tr>
<tr>
<td>5:00 PM – 7:00 PM</td>
<td>Technology</td>
<td>Technology</td>
<td>Career Dev.</td>
<td>Team Time PLATO</td>
<td></td>
</tr>
<tr>
<td>7:00 PM – 8:00 PM</td>
<td>Check out</td>
<td>Check out</td>
<td>Check out</td>
<td>Check out</td>
<td></td>
</tr>
</tbody>
</table>
Strive for Success
Thematic Units

Thematic Unit 1: Origin and Identity: Developing the Self

• Essential Question #1
  How do we define who we are?

• Essential Question #2
  How do we develop values and beliefs?

• Essential Question #3
  To what extent are we free or fated (To what extent is culture or biology destiny)?

This unit focuses on individual development and self-awareness. Students will be asked to read excerpts from Part I of Barack Obama’s “Dreams from My Father” entitled “Origins.”
Strive for Success
Thematic Units

Thematic Unit 2: Growth and Governments: Developing Societies

• **Essential Question #1**
  How do complex societies and governments evolve?

• **Essential Question #2**
  How does understanding the beginnings of United States government help you understand the country in which you live?

• **Essential Question #3**
  What would the ideal government look like?

This unit focuses on the growth of laws and governments and their effects on the development of societies. Students read excerpts from the novel “Octavian Nothing: Traitor to the Nation”
Strive for Success
Thematic Units

Thematic Unit 3: Renaissance and Revolution: Creating Change

• **Essential Question #1**
  What are some essential characteristics of a renaissance and a revolution?

• **Essential Question #2**
  What are some possible consequences of change?

• **Essential Question #3**
  Why is change inevitable?

This unit focuses on helping students to understand the concepts of renaissance and revolution, and how these concepts can be applied to individual lives, as well as to historical periods. Students read excerpts from “Their Eyes Were Watching God” by Zora Neale Hurston.
## Outcomes & Student Achievements

<table>
<thead>
<tr>
<th></th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
<th>Session 7</th>
<th>Session 8</th>
<th>Session 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># Enrolled</strong></td>
<td>20</td>
<td>23</td>
<td>19</td>
<td>19</td>
<td>24</td>
<td>22</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>179</td>
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<tr>
<td><strong># Finished</strong></td>
<td>12</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>112</td>
</tr>
<tr>
<td>Term (post-tested)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>1 or more grade level gains</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>5 (50%)</td>
<td>7 (70%)</td>
<td>8 (80%)</td>
<td>78 (70%)</td>
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<tr>
<td>Passed the Practice GED</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>65 (58%)</td>
</tr>
<tr>
<td>Passed the Official GED</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

### Sessions 1-8
Passed Practice GED = 65
Took GED = 53 (90% of those who passed the practice)
Passed GED = 32 (60% of those who took the GED)
Learning should not only take us somewhere; it should allow us later to go further more easily.” – Jerome S. Bruner, 1960

Andrew joined Academy of Hope’s and Strive DC’s young adult fast-track GED program in October 2009. After only one six-week session, Andrew passed the practice GED exam. Although Andrew passed the practice exam, he was unable to take the official exam because he lacked an ID. His age (17) also became a major obstacle to taking the official exam. Andrew did not give up. He enrolled in AOH’s Pathways to College program and continued his studies until he turned 18. Andrew’s practice scores continued to improve the longer he stayed in the Pathways program. Immediately after turning 18, Andrew registered and took the GED. He passed with very high scores. In June 2010, Andrew graduated from Academy of Hope. In October 2010, Andrew enrolled in courses at the Graduate School and is currently pursuing a degree in nursing. Because of his studies in the Pathways College prep program, Andrew tested directly into credit, bearing college courses.

Khaleelah was disappointed when she finished her first term of GED classes in the newly formed (October 2009) STRIVE DC & Academy of Hope Strive for Success Program. She had taken the Practice GED but, her math and writing scores were too low to be to pass the Official GED. In December 2009, she re-interviewed for a spot in the January term. In her second term, Khaleelah began to mature; she became a leader, she improved her attitude and worked extremely hard especially in math. In April 2010 Khaleelah passed the GED. She has began applying to nursing programs and will one day be a great addition to the medical field. She plans to attend UDC.
STRIVE For Success
A partnership dedicated to
Quality Education and Carer Development for Disconnected Youth

STRIVE DC
715 I Street, N.E.
Phone: 202.484.1264
Fax: 202.484.2135
www.STRIVEDC.org
chris.hartwright@strivedc.org
Ms. Chris Hart-Wright
Executive Director

Academy of Hope
601 Edgewood Street, NE
Phone: 202.269.6623
Fax: 202.269.6632
www.aohdc.org
lecester@aohdc.org
Lecester Johnson, Ed.S., CVE
Executive Director
Contents

- Summary: LAYC Career Academy
- The Founding Group: The Latin American Youth Center
- The Need
- Curriculum
- A Supportive Environment
- Partnerships
- Growth Plans
- Conclusion
Summary: LAYC Career Academy

- New model that sets high expectations for 16-24 year old youth.
- Curriculum is linked to the Common Core State Standards to ensure college and career readiness.
- College preparatory GED Plus program where students obtain a GED and at least one of the following before graduating:
  - **Become certified Medical Assistants** -- $30,000 starting salary and high demand from employers.
  - **Become A+ Certified Computer Hardware Technicians** -- $35,000 starting salary and high demand from employers.
  - **Start their college education.** Complete 2 AP-style classes with Bard College or the Community College of the District of Columbia.
The Founding Group:
The Latin American Youth Center

- Award winning, nationally recognized multi-service agency serving all low-income youth in the District of Columbia and Maryland's Prince George's and Montgomery Counties.
- LAYC programs support academic achievement, promote healthy behaviors, and guide youth toward successful adulthood.
- LAYC has been serving youth for over 40 years.
- LAYC served over 4,000 individuals last year, of whom one-half were Latino and one-third African American.
The Founding Group:
The Latin American Youth Center

- LAYC has a successful history with charter schools. We founded:
  - The LAYC YouthBuild Public Charter School
  - The Latin American Montessori Bilingual Public Charter School
  - The Next Step Public Charter School

- All three schools are now running successfully and completely independently of LAYC.

- LAYC Career Academy is the first school ever to obtain unconditional approval from the DC Public Charter School Board.
The Need: Disconnected Youth

- There are 10,000 disconnected youth in the District – young people who are not in school and do not have jobs.
- Less than 1,000 slots available for those youth in District Public and Public Charter Schools.
- Disconnected youth often need to focus on supporting their families and addressing obstacles like homelessness. They need intensive support and flexibility.
The Need: Post secondary education

- In 2018, 71% of all jobs in the District of Columbia will require some post secondary training.
- The national unemployment rate for high school drop outs is almost twice as high as the rate for people with some college credits.

**National Unemployment Rate**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Dropouts</td>
<td>15.4%</td>
</tr>
<tr>
<td>Some College Credits</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Curriculum: College Preparation

- Students gain two years in Language Arts and Math skills every school year.
- Students are expected to earn over 2750 on the GED.
  - Students scoring over 2750 perform comparably to high school graduates on two key measures: credit accumulation and basic skills proficiency.
- 100% of graduates complete our curriculum, which is aligned to the Common Core State Standards.
- 100% of graduates will:
  - Become a certified medical assistant;
  - Obtain A+ certification; or
  - Complete 2 AP-style college classes.

**Curriculum: LAYC Career Academy Phases**

**Intake Phase** (All students)
- Assessments and testing
- Team Building

**Exploration Phase** (Students reading below 6th grade)
- ESL
- Literacy
- Numeracy

**Discovery Phase** (All students)
- Begin GED Prep
- Workforce Readiness Training
- Introduction to Healthcare or Introduction to IT

**Demonstration Phase** (Students reading 6th – 9th grade)
- Pre-GED Prep classes in Language Arts, Social Studies, Science and Math

**Application Phase** (Students reading 9th – 12th grade)
- GED Prep in Language Arts, Social Studies, Science and Math
- A+ Certification Training
- Certified Medical Assistant Training
- AP-style classes

**Commencement Phase** (Students who have taken GED exam)
- Internships
- A+ Certification Training
- Certified Medical Assistant Training
- AP style classes
- SAT/ACT Prep

**Follow Up for 1 yr** (All students including graduates)
- Primary people follow up with all graduates for a full year

**Graduation requirements**: Finish the intake, exploration, application and commencement phases; Pass the GED; Accrue 6 college credits; and Complete a 6- or 12-week internship.
Curriculum: Career Development

To graduate, students need to either gain six college credits or an industry-recognized certification in healthcare or IT.

<table>
<thead>
<tr>
<th>Information Technology</th>
<th>Healthcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Credential</td>
<td>Certified Medical Assistant</td>
</tr>
<tr>
<td>A+ Hardware Repair Certification</td>
<td></td>
</tr>
<tr>
<td>Starting Salary</td>
<td>$30,000 plus benefits</td>
</tr>
<tr>
<td>$35,000 plus benefits</td>
<td></td>
</tr>
<tr>
<td>Projected Growth</td>
<td>35% increase in demand projected 2006-2016</td>
</tr>
<tr>
<td>Listed in fastest growing occupations by Bureau of Labor Statistics</td>
<td></td>
</tr>
<tr>
<td>Salary/Career Growth Potential</td>
<td>High</td>
</tr>
<tr>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

Students who choose not to follow the IT or healthcare pathways, can obtain six college credits through our partnerships with the Community College of the District of Columbia and Bard College.
LAYC Career Academy: A Supportive Environment

- Grounded in positive youth development
- Development of non-cognitive skills
- “Primary Person” advisor-advocates
- School community building
Partnerships
LAYC Career Academy Growth Plans

Enrollment, Staffing and Budget

- **2012-2013**: 100 students, 12 teachers, 2 aides, 9 staff, $1.8M budget
- **2013-2014**: 150 students, 15 teachers, 2 aides, 12 staff, $2.7M budget
- **2014-2015**: 200 students, 18 teachers, 2 aides, 14 staff, $3.2M budget (full enrollment)

LARYC Career Academy needs to raise $1.7M in start up capital to support the school during its first two years of operation.
Conclusion:
GED to College Best Practices

- GED recipients need schools with more support and integration to access the same opportunities at postsecondary education and high paying jobs as those who earn their high school diploma. (Transitional Age Youth & the G.E.D. in San Francisco, 2009)

- View the GED as a stepping stone to postsecondary degrees, credential programs, or employment training, not as an end in itself (Jobs for the Future, GED to College)

- Combine GED classes with other services in order to increase retention; multiple pathways need to be available to youth to achieve high school equivalency (Gopalakrishnan, 2008)

- Implement bridge programs (run by CBOs or public schools), which are post-GED programs that help students prepare for post-secondary work (Beder, 2007)

- Form partnerships with postsecondary institutions to better assist students in enrollment and allow for implementation of more resources from both ends (Jobs for the Future, GED to College)
LAYC Career Academy: Keys to Success

- **College Preparation**
  - College prep curriculum that is aligned to Common Core standards
  - “Early College” model

- **Career Preparation**
  - In high growth fields of Healthcare and Information Technology

- **A Supportive Environment**
  - Intensive supports
  - Positive youth development
  - Development of non-cognitive skills