

EDUCATION INITIATIVES

Attaining self-sufficiency and competing in the labor market require an educational foundation. People with a college education earn substantially more than those who did not complete high school. An individual who earns a high school diploma or HSE diploma will increase lifetime earnings by approximately \$331,000. Continuing on to earn an Associate’s degree increases lifetime earnings by an additional \$423,000¹.

To meet the needs of diverse populations of New Yorkers, CEO offers a range of solutions, from mentoring youth transitioning to high school to basic literacy programs for disconnected young adults, to HSE exam programs and higher education programs that increase graduation rates for community college students. Several programs provide support services, incentives, and/or paid internships to reduce barriers to completion and promote degree attainment. CEO 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 2014 BUDGET: \$6,800,000 (CUNY & CEO) | STATUS: Successful (2010) | SITES: 6

	FY 14 Actual	FY 2014 Comparison Group
Enrollees Cohort 7 (Entered Fall 2013)	1,764	-
Cohort 5 (Fall 2011) Graduation Rate after Two and a Half Years ²	49.1%	8.9%
Cohort 4 (Fall 2010) Graduation Rate after Three Years ²	44.5%	20.4%
Cohort 3 (Spring 2010) Graduation Rate after Three Years ²	47.4%	20.1%
Cohort 2 (Fall 2009) Graduation Rate after Three Years ²	55.5%	22.3%
Cohort 1 (Fall 2007) Graduation Rate after Three Years ²	54.9%	24.1%

► Pre-HSE & HSE

CUNY Preparatory School (CUNY)

Students ages 16-18 earn their High School Equivalency (HSE) Diploma and gain the academic, personal, and social skills necessary for success in college in a supportive, high school-like setting.

START DATE: 09/2003 | FY 2014 BUDGET: \$2,575,000 (CEO) | STATUS: Discontinued | SITES: 1

	FY 14 Actual	FY 14 Target	FY 13 Actual	FY 11-14 Trends
New Enrollees	200	-	227	
Continuing Students	75	-	142	
Passed HSE/TASC (of Test Takers)	75%	-	76%	
Enrolled in College	84	-	98	
Graduated from CUNY College	15	-	26	

Young Adult Literacy Program / Community Education Pathways to Success (DYCD/BPL/NYPL/QPL/DOP)

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; DOP launched Community Education Pathways to Success (CEPS) in February 2012, a similar, privately-funded literacy program for probationers.

START DATE: 05/2008³ | FY 2014 BUDGET: \$4,064,583 (CEO, YMI, & YMI Private) | STATUS: Implementation | SITES: 20

	FY 14 Actual	FY 14 Target	FY 13 Actual	FY 11-14 Trends
New Enrollees	859	-	851	
Placed in Internships	546	-	648	
Gained 1 or More Literacy Grade Level ⁴	38% (329/859)	65%	57% (485)	
Gained 1 or More Numeracy Grade Level ⁴	25% (219/859)	65%	46% (395)	
Graduated to Higher-level HSE Courses ⁴	103	-	119	
Placed in a Job or Training ⁴	79	-	36	

► Mentoring

Cornerstone Mentoring (DYCD)

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

START DATE: 01/2012 | FY 2014 BUDGET: \$1,000,000 (YMI) | STATUS: Implementation | SITES: 25

	FY 14 Actual	FY 14 Target	FY 13 Actual	FY 12-14 Trends
Program Participants	254	300	297	
Mentors	78	75	68	
Mentoring Activity Hours ⁵	13,846	-	5,110	

IMPACT (Improving My Progress At College Today) Peer Mentoring (CUNY)

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

START DATE: 01/2012 | FY 2014 BUDGET: \$270,000 (YMI) with additional Federal Funding | STATUS: Implementation | SITES: 2

	FY 14 Actual	FY 14 Target	FY 13 Actual	FY 12-14 Trends
New Enrollees ⁶	1,029	270	616	
HSE Exam Takers ⁶	292	133	218	
HSE Exam Passers ⁶	200	107	146	
Enrolled in College	44	32	46	

► One-Time Investment

Nurse Career Ladders: Licensed Practical Nurse Program to Registered Nurse Program (HHC/DOE)

Funded small pilot cohort to test modified LPN to RN curriculum after close-out of LPN and RN programs.⁷

START DATE: 05/2013 | FY 2014 BUDGET: \$200,000 (CEO) | STATUS: One-Time Investment | SITES: 1

	FY 14 Actual
Program Participants	13
LPN to RN Graduates	10
RN Exam Passers	9
Placed as Full-time RN ⁸	9

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

¹ 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/heardulemaking/2011/collegepayoff.pdf>

² Indicators shown reflect the most recent outcomes for each cohort. Three-year graduation rates are only available for Cohorts 1 to 4; two-and-a-half year graduation rates are available for Cohort 5. Cohorts 6 and 7 have not reached the two-and-a-half year mark yet.

³ YMI funded an expansion in FY 12. The Young Adult Literacy Program (YAL) began as a CEO pilot in FY 08. Note that three site locations operated both YAL and CEPS.

⁴ In FY 14, performance was adversely affected by three CEPS providers with low enrollment closing on 12/31/13 and YAL experienced key staff turnover at several programs. An RFP was released to select a new set of providers for FY 15.

⁵ Updates to the data management system allowed for improved tracking of mentoring activity hours as compared to FY 13.

⁶ FY 14 enrollment climbed due to high demand for HSE prep services in advance of transition from GED to TASC exam. FY 14 HSE pass rate fell due to loosened criteria for testing in advance of transition from GED to TASC exam. Beginning in late 2013, students were no longer required to achieve a minimum GED predictor test score before they were allowed to sit for the exam, owing to uncertainty regarding TASC difficulty and transferability of partial passing scores.

⁷ In FY 14, the Nurse Career Ladders RN and LPN programs were discontinued and a one-year LPN to RN program launched. This program was only open to graduates of the LPN Career Ladders Program.

⁸ Full-time placements include only placements for full-time, permanent positions.