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2011-12 School Accountability Report Card

Published in the 2012-13 School Year

Letter from the Founder

Learning Works Charter School is an innovative secondary model that targets students who did not succeed in the traditional school setting. We are completing our fifth year and have been renewed by the Pasadena Unified School District for another five years. Our school provides a FRESH START to middle and high school students who have dropped out of school; are credit deficient; or struggling with discipline challenges at school or in the community. Our school takes students where they are, provides unconditional love and tolerates no excuses in order to get them to graduation. We believe all students deserve and can earn a high school diploma.

Our staff is amazing and works tirelessly for our students. The two distinct features of our school are the Chasers and our Principles. Every teacher has a Chaser, and therefore, every student has a Chaser. Chasers come from the same conditions of the youth we serve. They find dropouts and continue to engage and re-engage them in school. The Chaser is the bridge back to school and the promise of a fresh start. They work with the most disenfranchised youth in our area, motivating, tutoring, coaching, and chasing them through school. They transport students to services such as Planned Parenthood, probation appointments, health services, and whatever they need to achieve the goal of a high school diploma.

Our school practices a set of PRINCIPLES with staff and students. All adults and students are to practice and model our principles which include: FRESH START, FORGIVENESS & UNCONDITIONAL LOVE, SAFE HAVEN, REALITY & POTENTIAL, DESIRE TO GIVE BACK AND BE HEARD, HONESTY, JOY & FUN, and IRRATIONAL COMMITMENT TO STUDENTS. The personal assets we hope to achieve in our students include: improved decision-making, improved time management, improved race relations and improved positive participation in the community. Graduates demonstrate these skills by the time they receive a diploma.

Welcome to Learning Works! We are so happy you join us. The curriculum is very academically rigorous because we know you can do it. We have many supports along the way. We want to know you and help you. Your success and happiness is important to us.

I. School Mission & Description—Dropouts into Graduates

The mission of the Learning Works Charter School (LW) is to provide a personalized, rigorous academic program and relevant life skills to traditionally underserved students in grades 7-12 who have withdrawn or are in danger of withdrawing from mainstream education without attaining a high school diploma. To clarify, the youth we serve would inaccurately be called “at-risk.” They are, in fact, “in crisis” or have already demonstrated a behavior or condition that exceeds “at-risk” such as becoming pregnant or dropping out of school or entering the juvenile delinquency system.

The independent study format provides the widest range of flexibility in terms of designing an instructional program that works for our target population. However, we are not structured as independent study, but instead more like a college where



students attend the lectures, labs, tutoring and experiences that are required in the classes they need. LW is best described as an alternative education setting with multiple hour requirements for each class that focuses on textbook, projects and experiences.

Our primary and most important school outcome goal is ensuring that every LW student attains a high school diploma, which includes accumulating required credits and passing both sections of the CAHSEE. LW student outcomes include student progress towards graduation, measuring the acquisition of academic and social/interpersonal skills necessary for success in the outside world and preparation for life after high school.

Our target population is in-school and out-of-school dropouts, probation youth who are credit deficient, students who are expelled from school, and pregnant teens/teen mother students. Our school enrolls 400 students who are 14-20 years old who have been re-engaged and are working toward a high school diploma. Within our school, we have multiple programs and activities:

- In addition to our main campus, LW has multiple programs within the school including our Pregnant and Parenting Teen (PPT) program serving teen mothers and their children; a small middle school program for students who have been struggling or have been expelled from the regular schools; a satellite site in Boyle Heights at Homeboy Industries serving youth returning from juvenile delinquency camps; and a program dedicated to girls in the foster care system living at Rosemary Children's Services.
- Our wrap around services to support and assist students in attaining their high school diploma not only includes the Chaser program but a wide array of counseling services including mental health, health clinic, baby and me, parenting, postsecondary preparation, job/career support, infant care management, and more. All probation youth are assisted in tracking their probation conditions as well as LW attending court appointments. We also offer digital storytelling for student to script, tell, and produce a video related to their lives.
- LW in partnership with the Armory Center for the Arts started artWORKS. artWORKS is a teen art center designed to facilitate the development of artistic expression for Pasadena youth. It offers workshops in a variety of arts; provides space for performances and exhibits; develops youth skill sets that are transferable to the workplace and school; and connects youth to a multitude of community arts resources.
- LW recently started Hope Works, which is a drop-in center for homeless youth and young adults to take a shower, wash their clothes and get a meal. It is open from 4-7 Monday-Thursday.

Community & School Profile

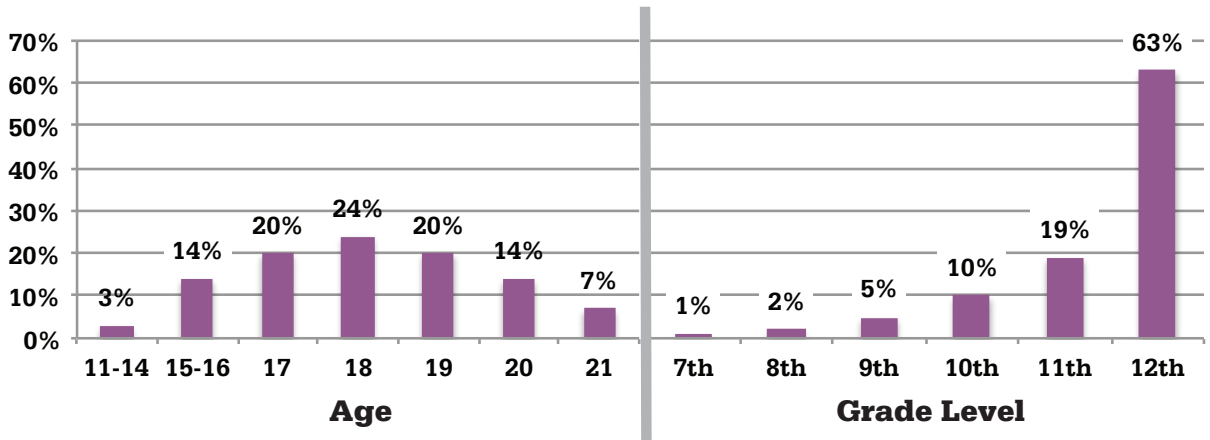
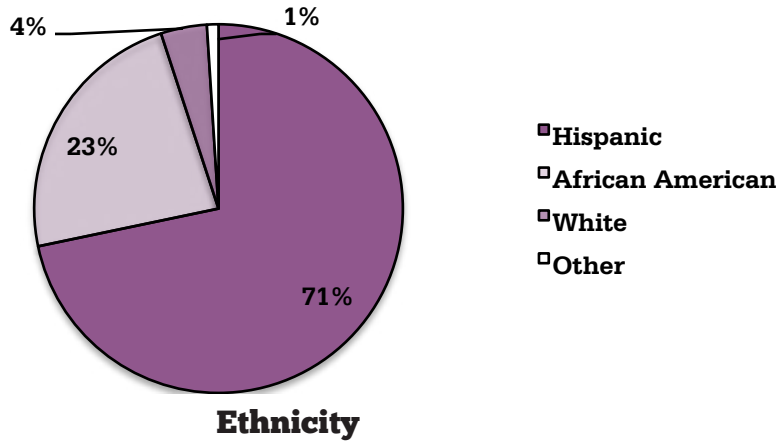
LW is located in the eastern part of the city of Pasadena but most students reside in Northwest Pasadena/Altadena, an area characterized by very high percentages of families in poverty and immigrant and minority youth. Nearly all of our students qualify for the National School Lunch Program (NSLP), the standard proxy for low-income households. About one-in-three of our students are pregnant or parents, on probation and/or expelled. Our satellite campus started within the Homeboy Industries main site located adjacent to Chinatown, just north of downtown Los Angeles. In Fall 2011, Homeboy and Learning Works jointly decided to re-locate the school to Homeboy's original site at 1916 East 1st Street. This area is almost entirely Hispanic/Latino and low-income, with a long-term gang presence and high rates of youth on probation and teen pregnancy.

Student Characteristics

Since the mission of the school is to give students second chance opportunities to succeed, a majority of the students are older. Eleventh and twelfth graders compose approximately 80% of the school. The middle school and early high school programs are smaller and typically serve students who have been troubled or expelled from their regular schools. A majority (70%) of LWCS students are Hispanic/Latino. African Americans make up roughly one quarter of the student population. Nearly all the students come from low income or poverty backgrounds, with nearly 100% eligible for NSLP. English Learners and Special Education students comprise 12% and 11% of students, respectively.



Learning Works Charter School Student Characteristics, 2011-12



II. School Curriculum and Environment

Attendance & Class Size & Instructional Days

School attendance is based on the completion of schoolwork. Our students are required to complete five modules per month to stay on track for graduation. A module is equivalent to one credit. There are no required instructional minutes per se, but instead required class-based and community-based experiences in each class. Our teacher:student ratio never exceeds 25:1. There are 10 Learning Periods through the year and 180 instructional days.

| | 2009-2010 | 2010-2011 | 2011-2012 |
|-------------------|-----------|-----------|-----------|
| Enrollment | 290 | 330 | 345 |
| ADA | 240 | 282 | 397 |

To track student progress toward graduation, LW monitors the monthly completion of learning modules. The independent study nature of the school allows ambitious students to complete as many as 80 or 90 credits in a school year if they so choose. Certain students motivated to graduate by a certain date (such as the birth of their child, 18th birthday, etc.) have achieved a large number of credits within a given year. Conversely, students are usually placed on academic probation for two or more months before being dropped for not producing credits.

| Academic Calendar 2012-2013 | | |
|-----------------------------|-----------------------|-----------------------|
| Trimester 1 | Trimester 2 | Trimester 3 |
| September 4- December 19 | January 7- April 5 | April 8- June 18 |
| 4 classes: 20 credits | 4 classes: 20 credits | 4 classes: 20 credits |
| 5 classes: 25 credits | 5 classes: 25 credits | 5 classes: 25 credits |



Curricular and Textbook Materials

Our graduation requirements align and exceed the state diploma (175 credits). Students are required to complete 180 credits. A-G course completion aligned to the state diploma is required. There are not two levels of academic classes—it's all college bound coursework. At minimum, curriculum offerings and requirements include:

Required:

- 4 years of English/language arts,
- 3 years of Math (including passing Algebra)
- 3 years of Science (including passing Biology)
- 3 years of History/social studies
- 2 years of Physical education
- 1 year of Fine Arts (Visual Arts & Performing Arts)

20 units of Electives: Semester classes include Health/Driver's Ed, Work Experience, Computer Technology, Career Exploration, CAHSEE Prep, Spanish, Multi-media Art, and Parenting (for PPT students).

Our elective options are designed to provide students with life skills and necessary knowledge for career transition. If the student has enrolled with 20 elective credits, he or she is not required to complete elective credit at LW. If they have not completed the Fine Arts requirements at the time of enrollment, the student must complete Fine Arts as required by the state. Two years of foreign language are required to complete the A-G requirements.

The curriculum and experiences at LW are designed around Rigor, Relationship and Relevance to ensure that the students connect school to life, now and later. One of our curriculum strengths are labs and fieldtrips related to social studies, arts and science area, which are described in the next section.

| Alternative Education in an Independent Study Format | | |
|---|--|--|
| Rigor | Relationship* | Relevance |
| Standards-based Instruction State-Adopted Textbooks A-G Curriculum Path CAHSSE Science Labs Options for Dual Enrollment Required Tutoring | Individual Learning Plans Small groups Teacher Social Worker Chaser Tutor | Senior Project Projects for each course Fieldtrips for each course Visual and performing arts Community Service Work Experience Health |

*One of these relationships will emerge as their mentor/advocate

Textbooks

| Subject | Textbook | Publisher, Year |
|--|--|---|
| Algebra Readiness Algebra Geometry Algebra II Pre-Calculus | California Algebra Readiness Algebra Geometry Algebra 2 Accelerate Education Online Course | Pearson Education, Inc., 2009 AGS Publishing, 2004 AGS Publishing, 2005 AGS Publishing, 2004 Accelerate Education, 2012 |
| English 9 English 10 English 11 | Globe Fearon Literature, Purple Level Globe Fearon Literature, Green Level Globe Fearon Literature, Silver Level | Globe Fearon Inc., 2001 Globe Fearon Inc., 2001 Globe Fearon Inc., 2001 |
| World History US History Gov/Economics | World History United States Fourth Edition American Government/Economics | Pearson Education, Inc., 2008 Pearson Education, Inc., 2004 Pearson Education, Inc., 2001 |
| Physics Biology Environmental Science Chemistry | Conceptual Physics Biology Environmental Science Chemistry | Pearson Education, Inc., 2009 AGS Publishing, 2004 Pearson Education, Inc., 2007 Pearson Education, Inc., 2007 |
| Spanish I Spanish II | Realidades Accelerate Education Online Course | Pearson Education, Inc., 2004 Accelerate Education, 2012 |



Student Recognition and Extra Curricular

Experiences: LW provides elective options designed to provide students with life skills and necessary knowledge for career transition including field trips in the arts and science including: the California Science Center, Los Angeles Zoo, The Getty Museum, Pantages Theatre, CalTech, The Los Angeles County Arboretum and Norton Simon Museum. We also offer an art program through our space, artWORKS, which offers students opportunities to make art in a variety of media including silk screening, graphic design, print design, photography, studio recording, video editing, spoken word/poetry and other visual and performing arts. Through other partnerships in the community, we offer students intramural basketball, bowling, jiu jitsu, yoga, swimming and hiking.

Student Activities: LW has a student council that plans student events including movie nights and BBQ. Seniors participate in prom, Grad night and graduation. There are two annual parties for the Pregnant Team/Teen Parent program with their children.

Incentives: If students complete five modules in a learning period, they earn a bus pass. Each teacher also awards a \$25 gift card to their Highest Achieving and Most Improved student each learning period. LW also has the Star system. When a student is caught doing something good, they are given a star to redeem at the student store.

Discipline & Climate for Learning

Learning Works prides itself on a FRESH START and multiple chances. Our school is a SAFE HAVEN with very few discipline challenges despite our high-risk population. In 2011-2012, Learning Works (LW) had 33 referrals for disciplinary action/suspension. There have only been two expulsions in the five years of operation. Parents and students are made aware of our discipline policies at the beginning of the school year through our student orientation and Student Handbook. Our Counselor is assigned to discipline with a philosophy of de-escalation, conflict resolution, personal accountability, forgiveness and fresh start. LW's Mental Health Team (MHT) that meets every Tuesday on all of our students in need of support including disciplinary concerns. A system of referral, suspension and resolution is managed through one school counselor, but tracked through the MHT. Our staff was also trained in Response to Intervention (RTI) in the past year to assist us in creating more incentive systems for good behavior.

Community and Parent Involvement

Parents are encouraged to participate in the life of the school and their student's education. Given the high needs and supports our students demand, LW has a number of partnerships with community organizations to provide education, services, and more including, Homeboy Industries, Armory Center for the Arts, the Flintridge Center, Mother's Club, and Planned Parenthood, Pasadena Public Health Department, and Pasadena Mental Health. Parents and Community organizations are encouraged to participate in School Site Council (SSC) and ELAC every month.

III. Education Team and Expenditures

Staffing

LW employs 15 certificated teachers. Of those, 100% are highly qualified and four have advanced degrees. No teachers are instructing outside of their credential areas. When classroom based components are involved, a credentialed teacher in that subject area teaches the class.

Teacher experience ranges from 1 to 12 years with most having 4-5 years teaching experience. All teachers are CLAD certified, except three who are in an intern program where they will receive CLAD certification as part of their program. LW also employs two counselors and one Marriage and Family Therapist to provide guidance and support to students.

At LW there are 26 total classified staff. Many of these are Chasers and tutors. Our Chasers are trained as mentors, coaches, and gang interventionists. Chasers have come from similar conditions of the students (three are LW graduates), and have overcome major life challenges. The Chaser's job is to guide students through completing the courses on their Individual Learning Plan (ILP) toward graduation and improving the skills they need to navigate through life's challenges. Our tutors are highly qualified in all subject areas with an emphasis in supporting mathematics and science.



| 2012-2013 | |
|--------------------------------|----|
| Director of Academics | 1 |
| Director of Student Support | 1 |
| Counselors | 2 |
| Teachers | 15 |
| Lead Teacher Special Education | 1 |
| Tutors/Instructional Support | 6 |
| Chasers | 14 |
| Science Specialists | 3 |
| Art Support Teachers | 7 |
| Registrar | 1 |
| Clerical Support/Operation | 6 |
| Partners | 10 |
| Volunteers | 3 |
| Social Work Interns | 3 |
| Student Interns | 7 |

Professional Development

Staff professional development is ongoing through the school year. Every Monday morning, LW is closed to students and a meeting or training takes place. Staff meetings generally focus on: curriculum, weekly schedule including fieldtrips, student concerns, test administration, student activities, jobs/career announcement for students, special education, and mental health/partner update. Recent professional development topics have included training on: Mathematics pedagogy and content (Center for Mathematics and Teaching); Response to Intervention; adolescent health and drug awareness, trauma informed training; and many more. Going forward, professional development plans will focus on curricular training in the academic subject areas, strategies for scaffolding academic support and literacy, and targeted mental health and special education topics.

School Facilities

LW is housed in 75% of the 11,000 square foot facility owned by Public Works, a 501 (c) 3 not-for-profit corporation. Prior to opening the charter, Public Works upgraded the facility from commercial to educational zoning. Construction includes upgrading the entire fire system and bringing the facility up to American Disabilities Act (ADA) compliance including installing an elevator. Other facility features include a childcare room (500 sq. ft.), classroom space for pregnant teen moms (1360 sq. ft.) and classroom space for the Middle School program (937 sq ft.). These spaces include access to technology (Apple IMAC computers, overhead screen, LCD projector, DVD player, and white boards).

In addition, LW has rented space across the street to the school (1,030 sq ft.) for science labs, health clinic, textbook storage, mental health services, and Registrar offices. LW also utilizes rental space in Boyle Heights to serve our LW @ Homeboy Industries (1,120 sq ft.) including a \$50,000 donation from Parsons Foundation for upgrades including Smart Boards, computers, and furniture. Lastly, LW uses donated space from Victoria Rusnak one block from LW for artWORKS, our robust art program including silk screening, recording studio, and digital storytelling facilities.

School Fiscal Resources

a. Expenditures per pupil: \$6,510 per pupil

Total Revenue 2009 – 2012 (not including grants)

2009-2010: 1,906,687

2010-2011: 2,442,910

2011-2012: 2,333,749



b. Monies from other funding sources e.g. Title I, grants, foundations
Total Title I from 2009 - 2012: \$314,041 broken down as follows:

Title I 09 -10 (Basic): \$84,122
Title I 09 - 10 (ARRA): \$49,739
Title I 10 - 11 (Basic): \$89,986
Title I 11 - 12 (Basic): \$90,194

Total Public Charter Schools Grant 2008 - 2010: \$250,000
2008 - 2009: \$150,000
2009 - 2010: \$100,000

Total ARRA State Fiscal Stabilization Fund 2008 - 2010: \$92,309
2008 - 2009: \$89,452
2009 - 2010: \$2,857

Total ARRA Ed Jobs 2010 - 2012: \$65,935

2010 - 2011: \$64,971
2011 - 2012: \$964

Grants/Foundations 2008 - June 2012:

Pasadena Independent Schools Foundation Grant (2008): \$10,000
Pasadena Community Foundation (2009 Regular Grant): \$10,000
Pasadena Community Foundation (2010 Regular Grant): \$10,000
Pasadena Community Foundation (2009 Hunger Grant): \$1,933
Webster Foundation: (2012) \$50,000 (Middle School/Fieldtrips)
Parsons Foundation: (2012) \$50,000 (Homeboy Facility)
Pasadena Community Foundation (2012): \$22,000 (Chaser Mobile)

IV. Assessment & School Performance

In our initial charter petition, LW opted to participate in the ASAM program and was approved to meet ASAM growth targets. As described in the 1999 Public Schools Accountability Act (PSAA), Senate Bill 1x required that the State Board of Education (SBE) “develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools, including continuation high schools and opportunity schools.” In July 2000, the SBE approved ASAM, the framework for the alternative accountability system, that emphasized three central concepts: (1) student and school performance measures based on multiple indicators that assess a school’s ability to serve high-risk students, (2) that schools should be able to choose the most appropriate indicators from a variety of possible indicators, and (3) comparison of the school’s performance with itself over time rather than that of other school. Although in 2010-11 ASAM was suspended, LW continues to report these indicators to the state and view them as our core indicators. LW has done exceptionally well on the ASAM indicators and in comparison to similar schools.

ASAM Indicator 1: Persistence Rate. The percentage of students completing three or more learning modules per trimester increased 5% over the three-year period 2009-10 to 2011-12, representing 82% of students in 2011-12.

ASAM Indicator 2: Credit Accumulation. The median credit completion rate among long-term LW students (i.e., students enrolled for 90 days or more consecutively) increased from 30.5 to 32 credits earned in the past three years.

ASAM Indicator 3: High School Graduation Rate. The graduation rate of credit-eligible, long-term students increased 37%, from 46% in 2008-09 to 83% in 2011-12.



Academic Performance Index (API)

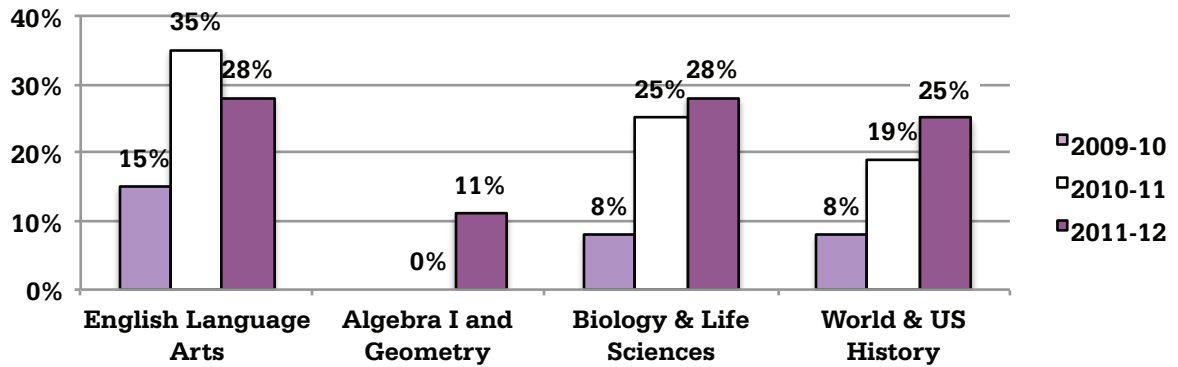
Although an API is generated for LW, it is a difficult measure for LW to use due to the fact that it is based primarily on the California Standards Tests (CSTs), which for many of our students has little or no bearing on their goal of credit accumulation and high school graduation. Indeed, only 18%-20% of the API is based on the CAHSEE, which is a more significant assessment for our students because it is necessary for earning a high school diploma. Nonetheless, PUSD did use this indicator as criteria for charter renewal as a growth target. Our API growth score has grown consistently since 2010, from 448 to 567 – an increase of 119 points. However, LW does not support API as a measure of our success. As such, LW is exceeding the annual growth targets specified by the State.

Our API growth score has grown consistently since 2010, from 448 to 567 – an increase of 119 points.

California Standards Tests (CSTs)

Student CST scores have improved significantly since the school’s inception. As procedures have evolved over time, more students are sitting for the tests, taking them seriously and being more prepared to score well. The results reflect this, with sizable increases in all subject areas. In 2011-12, more than one fourth of the students were scoring Basic or higher in all subjects except Mathematics.

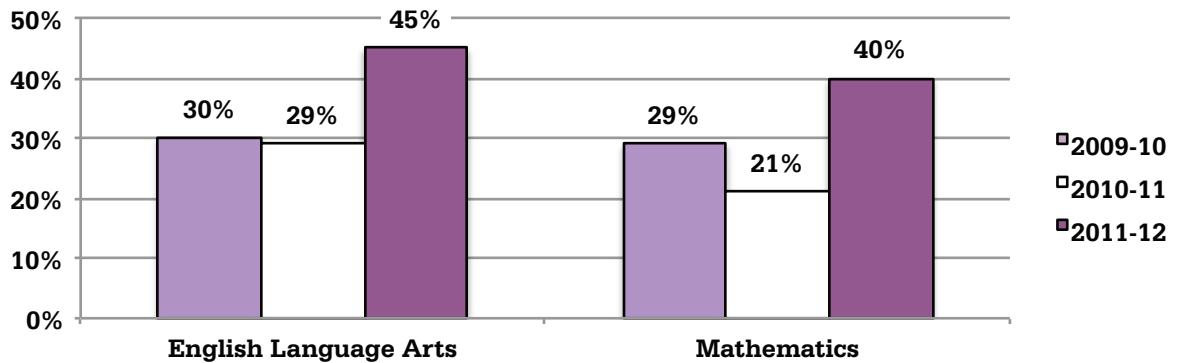
CST Scores Basic and Above, 2009-10 Through 2011-12



California High School Exit Exam (CAHSEE)

CAHSEE passing rates in both English/Language Arts (ELA) and Mathematics have shown improvement in the last three years. Long term students have experienced a jump in their passing rates thanks to dedication, individualized tutoring and support of staff. While there is a need for more improvement, we are encouraged by the increase in CAHSEE pass rates.

CAHSEE Pass Rate of Long-Term Students





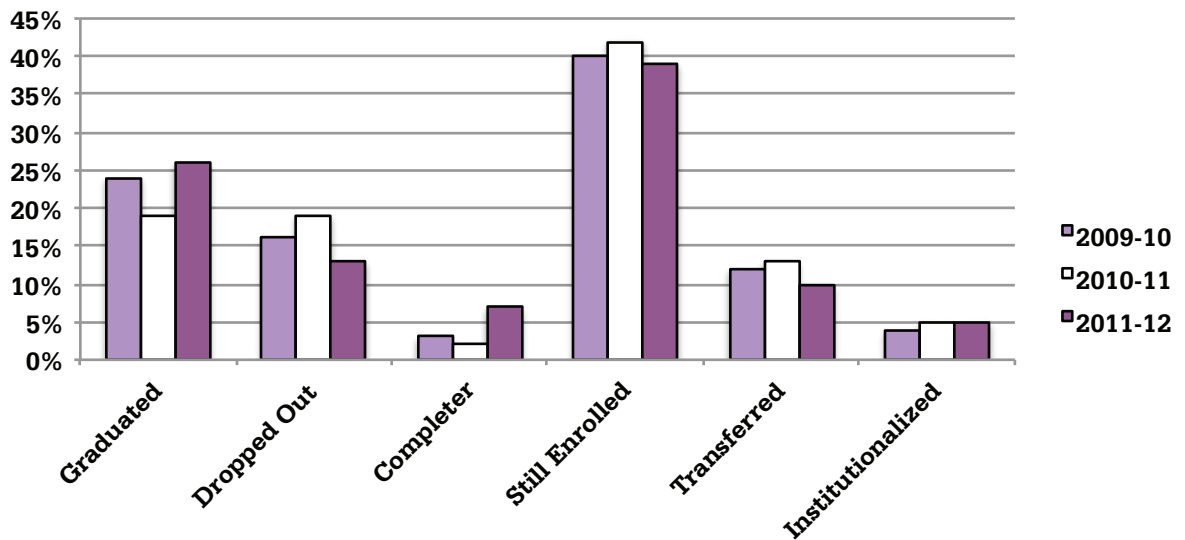
Adequate Yearly Progress (AYP)

In 2011-12, our school entered Program Improvement (PI) due to failure to meet federal targets under AYP of the No Child Left Behind (NCLB) Act of 2002. NCLB was supposed to be reauthorized in 2008 and, although extensive hearings were held on the law's shortcomings, it continues to be the federal legislation governing school accountability. The AYP is based primarily on 10th grade test scores on the CAHSEE. Although the passing score is 350, AYP measures the percentage of students who meet a higher standard of "proficiency" defined as a score of 380 or higher. We have very small numbers of 10th graders (ranges from 5 to 10% of total enrollment). If they were scoring at proficient and advanced, we would not think it appropriate for them to attend our school. We focus on students who are performing very below grade level.

Graduation and Dropout Rates

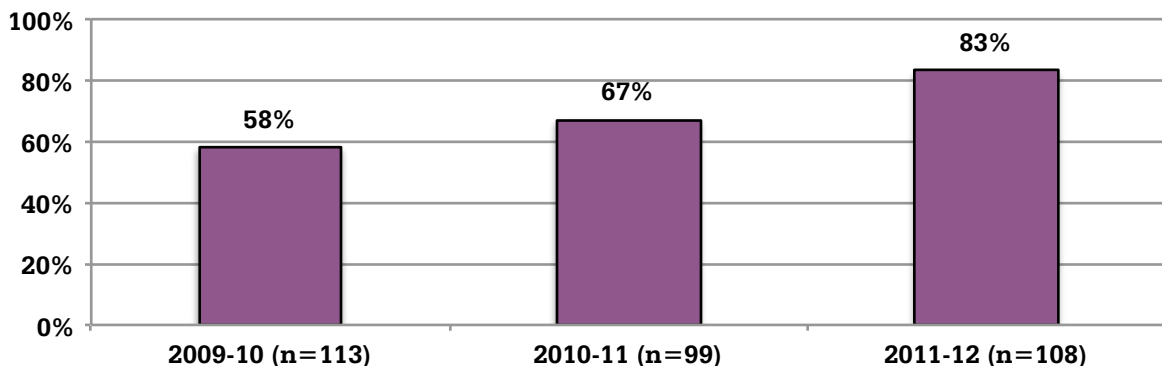
Student pathways at LW can be complex. Ideally, all students would graduate from LW or transfer back to a traditional school after recovering missing credits. In the past three years, the typical pattern has been that the majority of students either choose to re-enroll or graduate from LW. Smaller percentages either drop out or choose to enroll in another school. A few students each year finish high school as completers (meeting credit requirements but not able to pass the CAHSEE,) or are institutionalized. Both of these options are coded as dropouts by California. However, this is not a completely accurate representation of the situation.

EOY Status of Students Enrolled at Norm Day



Graduation rates for credit eligible students has increased dramatically over the last three years. The fundamental mission of LW has always been to get all students their high school diploma. In this, LW has both improved and succeeded. The percentage of credit eligible students who graduate has increased every year, along with the number of students who are not credit eligible at the beginning of the year, but recover enough credits to graduate on time.

Graduation Rate of Credit-Eligible, Long-Term Students





Local Assessments

The following is a chart that outlines how each of LW student outcomes assessed by multiple measures at the school site in addition to statewide measures, which is necessary for us to truly monitor and help students along the path to a diploma.

| Indicators | Measurement/ Assessment | Curriculum/Instructional Strategy |
|---|--|--|
| At Intake: Academic Assessment Level of student performance: below, at or above grade level Level of credit deficiency based on conditions, performance, or student population (special education or EL) | <ul style="list-style-type: none"> • Prior performance on statewide tests including CST, CELDT, CAHSEE • Prior performance in coursework • CAHSEE Diagnostic | Individualized Learning Plan (ILP) Assignment of first Academic contract Placement in tutoring and small group instruction Pedagogical assessment |
| At Intake: Social Assessment Assessment of level of barriers to education attainment based on conditions Assessment of personality and learning style strengths | <ul style="list-style-type: none"> • 40 Developmental ASSETs • Student Survey • Complete National School Lunch Program (NSLP) paperwork | Assignment of Teacher/Chaser MHT provides student supports Assigned to a course based on interest |
| Ongoing Academic Assessment Assessment of the attainment of academic content in each course | <ul style="list-style-type: none"> • End of course projects • Credit accumulation/ attainment • Grades • Senior Project | Teacher-student work Tutoring & Small-group instruction ILP monitoring Cooperative group work and projects Engagement in experiences of school & community |
| Ongoing Academic Assessment Proficiency in core academics | <ul style="list-style-type: none"> • Statewide tests including CST, CELDT, CAHSEE • End-of-course projects • Grades | Teacher-student work Tutoring & Small-group instruction Course completion |
| At Exit Assessment and plan for future | <ul style="list-style-type: none"> • Senior Project • Graduation • Enrollment in postsecondary • Job Placement • Exit Profile • Alumni/Graduate Follow-up Survey | Engagement & Caring Adult in their life Enrollment in postsecondary through English 12A Module 5 Career Center Dual Enrollment Follow-up Study |

Student Follow-up Study

As part of the follow-up survey in December 2011, we were able to contact 214 former students. Of these, 34% were enrolled in postsecondary education, primarily two-year public community colleges. The majority was enrolled in community colleges throughout the San Gabriel Valley (Pasadena City College, Glendale Community College, and Citrus College). In addition, 24% were enrolled in a vocational school (LA Trade Tech or cosmetology school), and 6% of the alumni were in enrolled in a 4-year college. Of the 49% of the alumni that were employed, 46% of the alumni were working full-time and 54% were working part-time. Of the alumni that are working and attending school, 48% were working part-time and 21% were working full-time.

Alumni stated that they had successfully completed one year or about half of the credits needed for their program or were in the process of starting college. Only 2% of the alumni were currently in jail for theft or assault and were serving correctional time ranging from eight months to seven years. Based on our population, this is a very low percentage and encouraging percentages that provide the basis for continued progress.