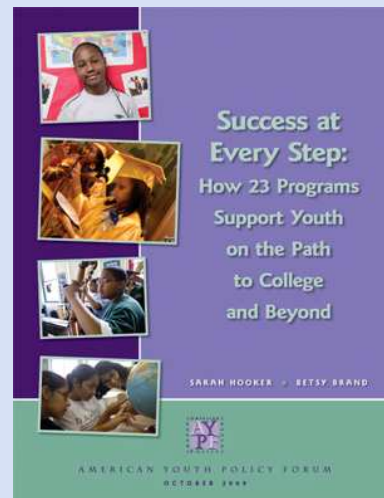




AMERICAN YOUTH POLICY FORUM

BRIDGING YOUTH POLICY, PRACTICE, AND RESEARCH

Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond





Presentation Outline

- **What do we Mean by “College”?**
- **Criteria for Selecting Programs**
- **Limitations of the Research Base**
- **Outcomes**
- **Elements of Successful Programs**
- **AYPF Logic Model**



What do we mean by “College”?

Full range of postsecondary learning experiences:

- Associate’s, Bachelor’s, and other academic degrees
- Industry or apprenticeship certifications
- Other high-quality experiences that help youth accumulate postsecondary credit

Criteria for Selecting Programs

Criteria for selecting programs for the compendium included:

- **Recent, independent evaluation of the program's effectiveness**
 - Third-party evaluation
 - Published within past 5 years
- **Control or comparison groups of youth who did not participate in the program**



Limitations of the Research Base

- **Capacity and cost issues**
- **Lack of qualitative and quantitative data**
- **Lack of longitudinal data systems**
- **Lack of assessments to measure the nonacademic dimensions of college- and career-readiness**

Outcomes

A variety of positive outcomes for youth:

- **Secondary-level academics**
- **College- and career-planning**
- **Postsecondary-level academics**
- **Career-related outcomes**
- **Developing personal resources**

Outcomes (continued)

At the Middle/ High School Levels:

- **20 programs improved academic outcomes**
 - attendance rates, achievement test scores, course-passing rates, graduation rates, etc.
- **5 programs improved planning for college and careers**
 - indicators of college knowledge, educational aspirations, and applications for financial aid

Outcomes (continued)

At the Postsecondary Level:

- **9 programs improved academic outcomes**
 - College enrollment rates, type of college attended, improved college grades, credit accrual, degree completion, etc.
- **3 programs improved career-related outcomes**
 - Earnings, employment status, and attainment of a vocational certificate or credential

Outcomes (continued)

At All Ages:

- 9 programs improved participants' personal resources
 - increased student engagement, effort, self-efficacy, and self-sufficiency; and reduced risky behaviors





Elements of Successful Programs

Programmatic Elements

- Rigor and Academic Support
- Relationships
- College Knowledge and Access
- Relevance
- Youth-Centered Programs
- Effective Instruction



Elements of Successful Programs

Structural and System-Focused Elements

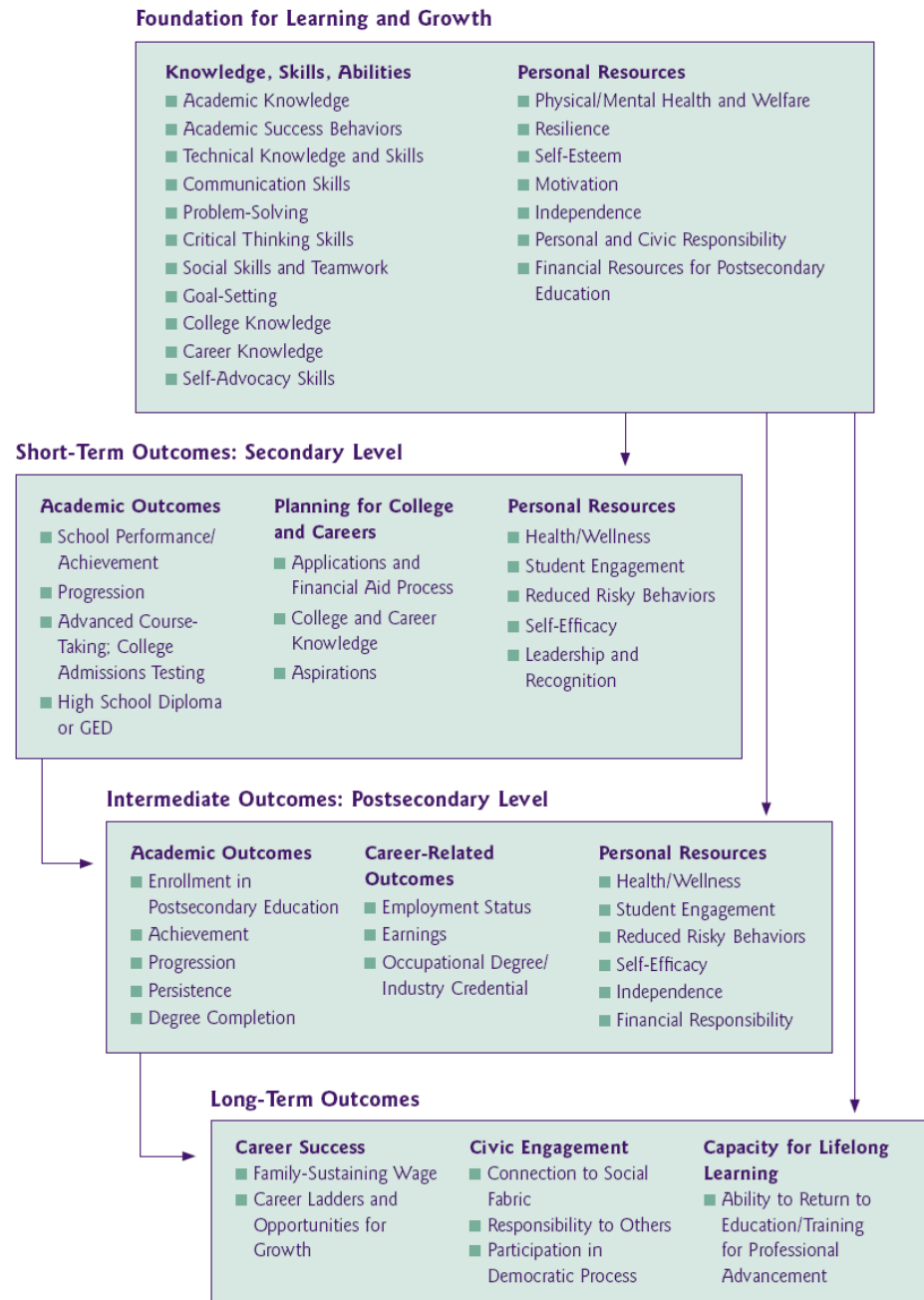
- **Partnerships and Cross-Systems Collaboration**
- **Strategic Use of Time**
- **Leadership and Autonomy**
- **Effective Assessment and Use of Data**

Logic Model

A conceptual framework for understanding what it takes for youth be college- and career-ready:

- **What are the expected long-term goals?**
- **What skills do youth need to achieve those goals? (Foundation for Learning and Growth)**
- **What supports need to be provided?**
- **Who provides these supports/ services?**

Figure 1: AYPF Logic Model for College- and Career-Readiness and Success



Long-Term Goals

- **Career Success**
 - Family-Sustaining Wage
 - Career Ladders and Opportunities for Growth
- **Civic Engagement**
 - Connection to a Broader Social Fabric
 - Responsibility to Others
 - Participation in Democratic Process
- **Capacity for Lifelong Learning**
 - Ability to Return to Education/ Training for Professional Advancement



Foundation for Learning and Growth

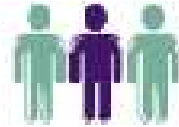
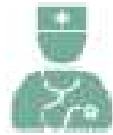
Knowledge, Skills, Abilities:

- Academic knowledge
- Problem-solving
- Critical thinking
- Goal-setting
- College knowledge
- Career knowledge

Personal Resources:

- Physical/ mental health
- Motivation
- Self-esteem
- Financial resources

COMMON TYPES OF PROVIDERS



**Families and
Caregivers**

Schools

**Social/Medical
Service
Providers**

**Community-
Based
Organizations**

**Private
Providers of
Academic
Support**

Employers

**Institutions
of Higher
Education**

EXAMPLES OF SUPPORTS AND PROGRAMS

Caring Role Models;
Academic Support;
Setting High Expectations;
Financial Support for College

Rigorous Curriculum;
Applied Curriculum;
Smaller Learning Communities;
College/Career Counseling

Comprehensive Social Support
Services for Physical and
Mental Health and Welfare;
Advocacy Systems

Mentoring;
Expanded Learning Opportunities;
Community Service;
Cultural Awareness;
Project-Based Learning

Tutoring;
Test Preparation;
Instruction in Academic
Success Behaviors

Work-Based Learning;
Employment/ Internships;
Mentoring;
Career Counseling

Early College Exposure;
Dual Enrollment;
Mentoring;
Scholarships;
Academic Support Services

**Short-Term Outcomes:
Secondary Level**

**Intermediate Outcomes:
Postsecondary Level**

**Long-Term
Outcomes**



What Supports Need to Be Provided

Examples include:

- Caring role models
- Academic support
- Rigorous curriculum
- College/ career counseling
- Work-based learning
- Early college exposure
- Comprehensive social services
- Scholarships/ financial aid



Who Provides These Supports/ Services

Examples Include:

- Families/ caregivers
- Schools
- Social/ medical service providers
- Community-based organizations
- Private providers of academic support
- Employers
- Institutions of higher education



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