



Advisory Group for AYPF Compendium on Supporting College- and Career-Readiness for All Youth

**September 11, 2008
One Dupont Circle NW, Washington, DC**

Draft Agenda and Key Questions for Consideration

9:30	Networking & Coffee
10:00	Welcome & Introductions
10:30	Description of AYPF Compendium Project
10:45	<p>How do we define college- and career-readiness?</p> <ul style="list-style-type: none"> a. Presentations from three organizations on their perspectives—30 min. b. Dialogue on the definitions we want to use for this compendium—45 min. <p>Recent education research and policy dialogues have re-examined the skills and knowledge young adults need to be fully prepared for college and careers. In addition to academic outcomes, youth must develop strengths in “21st Century Skills” such as problem-solving and communication abilities, and be able to apply their knowledge to real life situations. Also, increasingly, there are calls for youth to gain the skills to be civically engaged. For the purposes of the compendium, how should AYPF define college- and career-ready, and should we assume they are the same? What types of outcomes should we be looking for in evaluations and innovative programs?</p>
12:00	Networking Lunch
12:45	<p>Scope of Compendium: How do we define “programs and practices that support college- and career-readiness,” and what should be included under this umbrella?</p> <ul style="list-style-type: none"> a. How have others defined academic and social support policies and practices? Presentation from Pathways to College Network—10 min. b. Discussion of categories for inclusion in our compendium—50 min. <p>There are many interventions that strive to improve the outcomes of youth. Some are school-based, but many are initiatives that are run by community-based organizations and others outside the school system. AYPF would like advice on how broadly we should cast our net for evaluations, which will help us develop a typology and categorize programs. Possible areas of interest include:</p> <ul style="list-style-type: none"> • Comprehensive school reform models • College access programs • Programs run by Community-Based Organizations • Dual enrollment • Career and technical education

	<ul style="list-style-type: none"> • Dropout prevention and recovery • Afterschool and out-of-school time • Community Schools models • District-wide or state-wide interventions? • Other <p>Define the population of interest</p> <ul style="list-style-type: none"> • Which specific subgroups of students should AYPF focus on (e.g. students from disadvantaged communities, students with special needs, or English language learners)? • Should AYPF include programs for both struggling students and high-achievers?
1:45	<p>What (and How Strict) Should Our Criteria for Inclusion of Evaluations in the Compendium Be?</p> <ul style="list-style-type: none"> • Scientific rigor and sample size • Use of qualitative data • Date of evaluation (how old is too old?) • Internal evaluations (i.e. not third-party) <p>Program Effectiveness versus Quality of Research</p> <ul style="list-style-type: none"> • Do we include rigorous evaluations that have not found positive results? <p>How can we incorporate innovative programs that may not have scientifically rigorous evaluations?</p> <ul style="list-style-type: none"> • When is in-house data appropriate?
2:30	<p>Identification of Possible Programs for Inclusion</p> <ul style="list-style-type: none"> • Where AYPF is searching; programs and data already found • Suggestions from Advisors: programs and evaluations we should review; people to contact
2:45	<p>Next Steps & Role of Advisors</p> <p>AYPF will explore multiple opportunities for the advisors to stay involved with the development of the compendium. There will be a second meeting of the Advisory Group after the first draft of the compendium has been written. Other means of continued participation include: email communication, conference calls, and future meetings in smaller groups to discuss evaluations, researcher assistance with the review of the evaluation summaries throughout the process, and dissemination of the publication through members' networks.</p>