

Program	Program Description	Evaluation Description	Findings	Elements of Success	Foundation for Success (Inputs)
After School Matters (ASM)	ASM provides high school students with a variety of opportunities for work-based learning through paid apprenticeships in the arts, technology, sports, communications and other fields. The program emphasizes the development of 21 st -Century skills and workplace readiness.	Quasi-experimental study compared the academic outcomes of students who participated in ASM (Participants) with those who applied to ASM and did not participate (Applicants) and those who did not apply and did not participate (Nonparticipants). An sub-sample was used to determine ASM’s impact on graduation and dropout rates.	Overall, students who participated in ASM missed fewer days of school and failed fewer courses than similar classmates. Increased length and intensity of ASM participation was also associated with higher graduation rates and lower dropout rates.	<ul style="list-style-type: none"> • Work-based learning • Connections to internships • Financial incentives • Adult mentors • Youth voice • Institutional and community partnerships • Expanded learning opportunity 	<ul style="list-style-type: none"> • 21st Century skills • Technical skills • Personal development & wellbeing • Goal-setting • Career knowledge
AVID	AVID is a college readiness program that operates as either a whole-school initiative or a pullout program. AVID participants enroll in advanced, college-preparatory classes, and AVID offers a set of pedagogical tools that can be implemented by teachers across all disciplines, as well as transferable study strategies for students.	School-level comparisons between 10 AVID and non-AVID high schools, to examine the impact on school performance and course-taking. The 2007 study also includes comparisons between AVID, GEAR UP, and control students at 2 high schools.	Participants had higher scores on end-of-course exams and state assessment tests, and were more likely to be on-track to complete a college-preparatory curriculum. Increased rates of enrollment in advanced courses and higher levels of college knowledge. AVID schools improved their performance ratings at a greater rate than non-AVID schools, and more students in AVID schools took AP or IB exams than the comparison schools.	<ul style="list-style-type: none"> • Instruction in academic success behaviors • Increased tutoring and academic support services • Rigorous curriculum • Increased college counseling • Strong/ effective leadership of reform effort • Embedded professional development 	<ul style="list-style-type: none"> • Academic success behaviors • Academic knowledge • College knowledge
Career Academies	Smaller learning communities (SLCs) organized around a career theme, usually existing within larger high schools.	Longitudinal, experimental study that spanned over 11 years of data collection. This study examined the short- and long-term	Academic: at the high school level, Academies increased the likelihood of completion of a core academic curriculum and on-time completion of	<ul style="list-style-type: none"> • Work-based learning • Applied curriculum • Smaller learning communities • Adult mentors 	<ul style="list-style-type: none"> • Academic Knowledge • Technical skills • 21st Century skills • College and Career Knowledge

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	<p>The Academies integrate academic and vocational curricula, using the context of the career theme, and usually provide work-based learning opportunities with employers and community partners.</p>	<p>outcomes of a cohort of students from Career Academies and randomized control groups from 9 different high schools across the country, and participants were tracked for 8 years after expected high school graduation. Data sources included high school transcripts, test scores, and surveys.</p>	<p>graduation requirements, and reduced dropout rates.</p> <p>Career-Related: increased postsecondary earnings and employment rates, which were maintained over time. Particularly strong effect for males.</p> <p>Youth Development: high school students were more likely to have engaged in positive youth development activities. Increase in family formation and young adults living away from home.</p>	<ul style="list-style-type: none"> • Employer partnerships 	
<p>Communities in Schools (CIS)</p>	<p>An integrated student services model that features coordinated partnerships between public schools in grades K-12 and local, community-based organizations addressing students' multiple psycho-social, health, and academic needs. CIS schools feature prevention and support services for the entire student body and targeted and sustained individual interventions for particular students facing a variety of academic and nonacademic risk factors.</p>	<p>Quasi-experimental, longitudinal study, comparing 608 CIS schools to matched non-CIS sites. The evaluation also includes case studies and larger surveys of a broader group of CIS sites.</p>	<p>CIS was associated with reduced dropout rates, improved graduation rates, and improved attendance. The schools that implemented the most components of the CIS model increased academic performance in math and had the greatest improvements in graduation rates. The positive impact on graduation and attendance rates was most pronounced in urban schools in communities of color. Schools serving predominately Latino students and those in rural areas saw the greatest gains in academic achievement.</p>	<ul style="list-style-type: none"> • Personal relationships • Family involvement • Comprehensive social support services • Differentiated instruction & supports • Strong/ effective leadership of reform effort • Formative evaluation 	<ul style="list-style-type: none"> • Personal development & wellbeing • Academic knowledge • 21st Century Skills
<p>Citizen Schools (CS)</p>	<p>Citizen Schools partners with public middle schools to provide a structured extended day program on a daily basis. The program includes academic support,</p>	<p>Quasi-experimental, longitudinal study. Boston CS participants were compared to matched nonparticipants from the same schools. The most</p>	<p>CS had a positive impact on academic indicators including attendance, school suspension, promotion, English and math course grades, MCAS English and math test scores, and the</p>	<ul style="list-style-type: none"> • Project-based learning • Personal relationships • Connections to internships, service-learning • Early college exposure • Institutional and 	<ul style="list-style-type: none"> • Academic knowledge • 21st Century skills • Personal development & wellbeing • College and career knowledge

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	<p>apprenticeships in a variety of fields, and “community explorations” that involve fieldtrips and service learning.</p>	<p>recent report also compared CS students’ outcomes to overall trends for Boston Public School students. Results were disaggregated by students’ intensity of participation in the program.</p>	<p>selection of a high-quality high school. In addition, data from Phases 1-4 indicated that CS has been successful in attracting and retaining educationally at-risk students and in putting these students on a path toward academic and social success.</p>	<p>community partnerships</p> <ul style="list-style-type: none"> Expanded learning opportunity 	<ul style="list-style-type: none"> Goal-setting
<p>Digital Bridge Academy</p>	<p>An intensive, semester-long community college program at Cabrillo College focused on academic acceleration, college success skills, and preparation for knowledge-based careers. The program aims to improve the college retention and success of students who are less prepared for postsecondary education and face multiple barriers to college success. Participants enroll full-time during the program semester, and take most of their classes together as a cohort. The “Acceleration” version of the program, offered during for the first 3 cohorts of DBA students, included a college-level English course. This approach allowed remedial students to take credit-bearing courses toward an Associate’s degree, effectively skipping the remedial sequence.</p>	<p>A quantitative, multivariate analysis of the outcomes of the first nine cohorts of DBA participants. The CCRC evaluation used administrative records to retrospectively analyze students’ persistence, credit accrual, rates of full time enrollment and rates of passing critical classes. The evaluators used a comparison group of non-DBA students who attended Cabrillo College during the same semester, and they used statistical analyses to control for a variety of demographic and background characteristics of participants.</p> <p>The HEERG evaluation was mixed-method. Data sources included student surveys administered at the beginning and end of the program Semester.</p>	<p><u>CCRC (2009)</u>: DBA students earned more college credits over two years and had higher one-semester and two-semester persistence rates than comparison students. Participants also had higher rates of full-time enrollment in the first post-program semester. The “accelerated” DBA program was associated with a positive impact on transfer credits and rates of passing associate-level and transfer-level English courses.</p> <p><u>HEERG (2005)</u>: DBA students improved their grades and felt significantly more likely to graduate with a degree after participating in the program, and they reported increases in qualitative indicators of self-efficacy.</p>	<ul style="list-style-type: none"> Rigorous curriculum Accelerated remediation Project-based learning Smaller learning communities Youth-centered program Cultural/ community relevance Civic engagement 	<ul style="list-style-type: none"> Academic success behaviors 21st Century skills Academic knowledge Personal development & wellbeing Persistence in postsecondary education
<p>Diploma Plus (DP)</p>	<p>DP schools are small, alternative high schools that provide students who</p>	<p>Brigham Nahas: mixed-method data analysis including student records,</p>	<p>Diploma Plus students had higher program completion and graduation rates than the</p>	<ul style="list-style-type: none"> Culture of high expectations Project-based learning 	<ul style="list-style-type: none"> Academic knowledge 21st Century skills Personal development

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	<p>have not succeeded in the traditional system with the chance to enter pathways to postsecondary education while also earning a high school diploma. Instead of traditional grade levels, DP students move through three “phases” of the curriculum, which emphasizes project-based learning.</p>	<p>surveys, and case studies. No comparison group.</p> <p>New York City data (2008): Outcomes from New York City’s four DP schools were compared with the overall data from New York “transfer schools,” or those serving overage and under-credited students. Data sources included school records from multiple years.</p>	<p>average rates for alternative high school programs. In New York, DP schools had higher retention rates and Regents exam passing rates than other alternative schools. Participants reported higher rates of engagement, effort, and interest in their DP classes than in their previous schools, and felt that the program helped them plan for postsecondary success.</p>	<ul style="list-style-type: none"> • Early college exposure • Personal relationships • Embedded professional development • Smaller learning community • Youth Voice • Cultural/ community relevance • Effective leadership of reform effort • Secondary- postsecondary partnerships • Employer partners 	<ul style="list-style-type: none"> • & wellbeing • Goal-setting • College and career knowledge
<p>Dual Enrollment in Career and Technical Education in Florida and New York City</p>	<p>Dual enrollment (DE) provides high school students with the opportunity to take college courses while still in high school and gain dual credit at both levels. DE has become an increasingly popular mode of instruction for career and technical education (CTE) programs, reflecting a broader movement to integrate CTE courses with college preparation and provide students with more options for pathways to postsecondary education and living-wage jobs. New York City and Florida both have large, well-established DE programs that include CTE offerings</p>	<p>A comparative study using large, longitudinal datasets to examine the short- and long-term effects of DE participation on student outcomes in Florida and New York City, for all students as well as for CTE students in particular. The outcomes of CTE DE participants were compared with the outcomes of similar CTE students who did not dually enroll, and the study also disaggregated results by student subgroups.</p>	<p><u>Florida:</u> DE was associated with higher high school graduation rates, enrollment in postsecondary education, persistence in college, college grades, and the accumulation of college credits. CTE students experienced the same advantages from dual enrollment as non-CTE students. Dual enrollment had a particularly strong effect on postsecondary enrollment for males and low-income students.</p> <p><u>New York:</u> the CUNY College Now studies also had similar findings, though less consistently than in Florida. CTE students who had dually enrolled were more likely to pursue a bachelor’s degree, had higher first-year college GPAs, and accumulated more college credits.</p>	<ul style="list-style-type: none"> • Rigorous curriculum • Early college exposure • Explicit college pathway for CTE students • Alignment between high school and postsecondary requirements • Secondary-postsecondary partnerships 	<ul style="list-style-type: none"> • Academic knowledge • Technical skills • College/ career knowledge

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<p>Early College High School (ECHS)</p>	<p>ECHS are small schools that aim to directly connect all students with a college experience and allow them to simultaneously earn high school and college credit in a supportive environment. They offer all students the chance to earn both a HS diploma and an Associate’s degree, or comparable college credit.</p>	<p><u>AIR/SRI</u>: the mixed-method study incorporated student and administrator surveys, along with early achievement data. Researchers compared school-wide outcomes with district and state averages.</p> <p><u>North Carolina Learn & Earn</u>: an experimental study in which applicants are randomly assigned to ECHS or the control group. The initial report provides 9th grade outcomes for one pilot school and the control group of nonparticipants.</p>	<p>Overall, students at ECHSs outperformed district averages on assessment tests, and initial graduation rates are higher than state averages. In the North Carolina study, 9th grade students at the ECHS enrolled in and passed advanced math courses at higher rates than the control group.</p>	<ul style="list-style-type: none"> • Rigorous curriculum • Instruction in academic success behaviors • Accelerated remediation • Culture of high expectations • Increased tutoring and academic support services • Small learning communities • Early college exposure • School-level autonomy • Secondary-postsecondary partnerships 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • College knowledge • Goal-setting • Personal development & wellbeing
<p>Enhanced Math in CTE— National Research Center for Career and Technical Education (NRCCTE)</p>	<p>NRCCTE developed a Math-in-Career and Technical Education (CTE) model to build more explicit, contextual math instruction into CTE curricula, and to evaluate its impact on student achievement. The program brings together math and CTE teachers to identify embedded math in career-related courses. After learning about the instructional strategy through professional development, the CTE and math teachers partner in the development of their own lesson plans.</p>	<p>Teachers were randomly assigned to the treatment or control group, and data analysis occurred at the classroom level. Pre-test and post-test results were analyzed, and changes in the scores of students in the treatment group classes were compared with changes in the control group.</p>	<p>Academic: Students in the Math-in-CTE classrooms scored higher on traditional math assessments and college math placement tests.</p> <p>Career: students also scored higher on tests of applied math (WorkKeys), though the difference was not significant. They scored at the same level or higher than comparison students on tests of occupational knowledge.</p>	<ul style="list-style-type: none"> • Applied curriculum • Embedded professional development • Common planning time 	<ul style="list-style-type: none"> • Academic knowledge • Technical skills
<p>First Things First (FTF)</p>	<p>A comprehensive school reform model focused on</p>	<p><u>Youth Development Strategies, Inc.</u>: A mixed-</p>	<p>In Kansas City, FTF schools improved academic outcomes,</p>	<ul style="list-style-type: none"> • Accelerated remediation • Smaller learning 	<ul style="list-style-type: none"> • Academic knowledge • Personal development

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	<p>improving organizational structures, interpersonal relationships and classroom instruction. The hallmark elements of the model are small learning communities, a family and student advocate system, and instructional improvement efforts driven by enhanced teacher professional development and leadership support.</p>	<p>method study of Kansas City implementation, with data sources including school records, student and teacher surveys and interviews.</p> <p>MDRC: A mixed-method, interrupted time-series evaluation which compares changes seen in FTF schools with similar groups of schools that did not implement FTF.</p>	<p>such as reading and math performance, attendance and graduation rates.</p> <p>In the expansion sites, gains from the early implementation of FTF were less prevalent or significant. FTF was associated with improvements in standardized test scores, though the impacts were only statistically significant at one Houston high school.</p>	<p>communities</p> <ul style="list-style-type: none"> • Advocacy systems • Personal relationships • Embedded professional development • Common planning time • District-wide commitment to reform • Strong/ effective leadership of reform effort • Active technical assistance providers • Data-driven instruction • Block scheduling 	<p>and wellbeing</p>
<p>GEAR UP</p>	<p>Federally funded college access program; provides matching grants for services designed to enhance the college preparation of entire cohorts of low-income students. The projects' comprehensive, school-based services begin no later than seventh grade. Program activities may include tutoring, mentoring, college counseling, and financial assistance.</p>	<p>The longitudinal, quasi-experimental evaluation has tracked students from GEAR UP and comparison middle schools since 2000. Data sources included student and parent surveys, school records, GEAR UP participation records, Annual Performance Reports, and observations from site visits.</p> <p>The most recent evaluation report (2008) presents the interim findings, focusing on impacts at the end of middle school.</p>	<p>GEAR UP improved middle school students' and parents' knowledge of the college admissions process, and increased parental involvement in their children's education. GEAR UP students were more likely to take advanced science courses in the middle grades, and African American students increased their overall rate of taking advanced courses.</p>	<ul style="list-style-type: none"> • Family involvement • Early college exposure • Expanded learning opportunities • Institutional partnerships • Secondary-postsecondary partnerships 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • College knowledge • Goal-setting
<p>Hillside Work-Scholarship Connection (HW-SC)</p>	<p>A comprehensive dropout prevention and college and career-readiness initiative directed by a community-based social service organization. The program provides social, academic,</p>	<p>Three longitudinal, independent studies of the impact of program participation on graduation rates. Student outcomes were compared with a sample of at-risk</p>	<p>HW-SC participants had higher graduation rates, and the program was particularly effective at raising the graduation rates of African American students. Graduation</p>	<ul style="list-style-type: none"> • Increased tutoring • Caring mentors • Family involvement • Connections to employment • Financial Incentives • Comprehensive social 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • 21st Century skills • College & career knowledge • Financial resources

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	<p>and employment supports for students from grade 7 through the first 2 years after high school graduation. The model features school-based Youth Advocates (YAs) along with afterschool programming and job placements.</p>	<p>Rochester City School District students.</p>	<p>rates and grades were positively correlated with job placement and personal contact with YAs.</p>	<p>services</p> <ul style="list-style-type: none"> ● Institutional partnerships ● Employer partnerships ● Expanded learning opportunities 	<ul style="list-style-type: none"> ● Personal development & wellbeing
<p>KIPP Schools</p>	<p>KIPP is a national charter school network of small, open-enrollment schools that emphasize a rigorous academic curriculum and a culture of high expectations and college-going. Core components of the KIPP model include a 9-hour school day and mandatory summer and Saturday school, a behavior management system, and professional development for school leaders. KIPP schools typically serve grades 5-8, though the network now includes some elementary and high schools.</p>	<p>SRI (2008): study uses a mixed-method design with data from 5 new KIPP San Francisco Bay Area schools, using 3 cohorts of students. Three of the schools are compared with similar schools in the same district.</p> <p><u>Center for the Social Organization of Schools (2007)</u>: study uses a quantitative study of school records and achievement test data, comparing Baltimore KIPP students to students from the same feeder elementary schools over 4 years.</p> <p><u>Center for Research in Education Policy (2008)</u>: a mixed-method, 4-year longitudinal evaluation. Memphis KIPP students are individually matched with comparison students. School climate is also assessed and compared to national norms.</p>	<p>All evaluations show significantly higher performance in math than comparison groups, particularly at the 5th grade level.</p> <p>Baltimore students had higher average attendance than peers. In every cohort, Baltimore KIPP students outperformed peers in grades 6-8 in either reading or math. In both cases, student attrition was higher, and students who left KIPP had lower achievement.</p> <p>Attrition identified as an issue in each study.</p>	<ul style="list-style-type: none"> ● Increased tutoring and academic support ● Culture of high expectations ● Smaller learning community ● Early college exposure ● Extensive selection and training of school leaders ● School-level autonomy ● Effective use of data ● Longer school day and year 	<ul style="list-style-type: none"> ● Academic knowledge base ● Academic success behaviors ● College knowledge ● Goal-setting

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<p>National Guard Youth Challenge</p>	<p>A dropout recovery program that aims to reconnect youth with opportunities for school completion, postsecondary education, and careers. The cornerstone of the 17-month program is an intensive 20-week residential experience in a “quasi-military” environment, often located on a military base. This phase is preceded by an orientation and assessment period. The final Post-residential phase features one year of structured mentoring.</p>	<p>An experimental study in which applicants were randomly assigned to the program and control groups. The first report (2009) presents early findings from a 9-month follow-up survey, when program participants had recently begun the Postresidential Phase.</p>	<p>Participants were more likely to have earned a high school diploma or a GED, were more likely to be enrolled in college courses and to be employed, and they were less likely to have been arrested. The program also produced a positive impact on health and self-efficacy.</p>	<ul style="list-style-type: none"> • Teambuilding • Caring mentors • Single-sex environment • Residential program • Comprehensive social support services • Community service orientation 	<ul style="list-style-type: none"> • Academic knowledge • College/ career knowledge • Youth development • 21st Century Skills • Postsecondary academic outcomes • Career-related outcomes
<p>Opening Doors—Kingsborough Community College</p>	<p>A learning communities program for entering community college freshmen. First-semester college students are placed into clusters of up to 25 students, with whom they share their academic courses and an orientation course. The students also receive enhanced academic counseling and tutoring, along with vouchers to defray the costs of textbooks.</p>	<p>A longitudinal, experimental study. Study participants were randomly assigned to the program and control groups. The evaluation used an interrupted time series methodology; the researchers collected data on study participants before the beginning of their college experience and at the end of each of 4 semesters.</p>	<p>Opening Doors improved participants’ course-passing rates and GPAs during the program semester, but few of these academic outcomes persisted during additional semesters. Participants passed more quickly through developmental English requirements. Program participants were more satisfied with their overall college experience.</p>	<ul style="list-style-type: none"> • Instruction in academic success behaviors • Advisory/advocacy systems • Smaller learning communities • Personal relationships • Team teaching <p>Financial aid assistance</p> <ul style="list-style-type: none"> • Comprehensive social support services • Strong/ effective leadership of the reform effort 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • Financial resources • Persistence in Postsecondary Education • Personal development & wellbeing

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<p>Opening Doors and Enhanced Opening Doors—Chaffey Community College</p>	<p>An intervention for community college students on probation due to low grades or inadequate progress. The program features a “College Success” course that addresses academic success behaviors and college knowledge, along with increased exposure to the college’s academic supports and supplementary financial aid. In the revised program called Enhanced Opening Doors, the College Success course was made mandatory and the program expectations were enforced more fully.</p>	<p>A longitudinal, experimental study. Study participants were randomly assigned to the program and control groups. The Opening Doors demonstration took place during the fall semester of 2005, and participant outcomes were tracked for four semesters. The Enhanced Opening Doors demonstration took place during the 2006-2007 academic year, and participant outcomes were tracked for two semesters.</p>	<p>While the Opening Doors program did not significantly impact academic outcomes, the Enhanced Opening Doors program increased the number of credits earned by participants, their likelihood of earning a GPA above 2.0, and their likelihood of passing all of their classes. The Enhanced Opening Doors participants increased their likelihood of moving off of probation during the two semester program period.</p>	<ul style="list-style-type: none"> • Instruction in academic success behaviors • Increased tutoring/academic support services • Advisory systems 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • Financial resources • Persistence in Postsecondary Education • Personal development & wellbeing
<p>Project GRAD</p>	<p>A comprehensive school reform model that targets its interventions throughout “feeder systems” of elementary, middle, and high schools. The program’s core strategies include improving school climate and building school-level capacity for management. High school students have the opportunity to receive a college scholarship, and they participate in Summer Institutes.</p>	<p>Matched comparison group study compared Project GRAD schools to nearby schools with similar prior achievement and demographics. The study includes the original flagship high school plus expansion sites in other Houston schools, Columbus, and Atlanta. The Columbus/ Atlanta schools were in earlier stages of implementation, but early outcomes were reported.</p>	<p>Project GRAD significantly increased the number of students completing a core academic curriculum on time in one Houston high school. Other positive findings at the implementation sites included increased numbers of credits earned, increased performance on standardized tests, and improved attendance and on-time promotion rates, though these results were not statistically significant.</p>	<ul style="list-style-type: none"> • Family involvement • Expanded learning opportunities • Scholarships • Early college exposure • Safe, supportive school climate • Comprehensive social services • Increased academic and social support services 	<ul style="list-style-type: none"> • Academic knowledge • College/ career knowledge • Financial resources • Personal development & wellbeing
<p>Talent Development High School</p>	<p>A comprehensive school reform model that aims to restructure large high schools that struggle with persistently low student</p>	<p>Quasi-experimental, interrupted time series design. The MDRC evaluation examined the replication and early</p>	<p>TD schools increased the average number of credits that students earned in the 9th, 10th, and 11th grades, with a particularly strong impact on</p>	<ul style="list-style-type: none"> • Instruction in academic success behaviors • Increased tutoring and academic support services • Accelerated remediation 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • College and career knowledge

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	achievement, discipline problems, and high dropout rates. Schools are reorganized into small learning communities, including Ninth Grade Access Academies that offer sheltered support for the 9 th grade year, as well as career academies for the older grades. All students take a college preparatory curriculum, with double doses of English and Math to provide opportunities for remediation.	results of the model in 5 Philadelphia schools. The CRESPAR study evaluated the impact of the 9 th grade reforms in Baltimore as well as expansion sites. Both studies included similar comparison schools.	the percentage of 9 th graders earning an algebra credit, and improved the rates of 9 th grade promotion. TD was also associated with an increase in 9 th grade reading and math achievement scores. Early graduation outcomes indicate an increase in graduation rates, but this finding is not statistically significant.	<ul style="list-style-type: none"> • Smaller learning communities • Embedded professional development • Team-teaching • Technical assistance providers • School-level autonomy • Block scheduling 	<ul style="list-style-type: none"> • 21st century skills
Talent Search (TS)	TS offers college counseling, including guidance on college preparatory course selection, and assistance with the process of obtaining financial aid. TS projects are typically organized by a host college or university, and grantee institutions work with a target group of middle and high schools. Many projects pull students out of their regular classes to participate in TS activities during the school day, while others take place after school or during the summer.	A quasi-experimental, retrospective analysis of large administrative data sets from three states: Florida, Indiana and Texas. All of these states had administrative data that enabled tracking students through the secondary and postsecondary levels. The study also relied on student enrollment data from Talent Search projects in each state.	<p>Across all three states, the study found that Talent Search participants were more likely to have applied for federal financial aid and to have enrolled in a public college or university.</p> <p>The Florida study found that TS increased participants' likelihood of taking the SAT or ACT exam, as well as their likelihood of completing a 2-year degree by the end of the study period.</p>	<ul style="list-style-type: none"> • Increased tutoring and academic support services • Early college exposure • Increased college counseling • Financial aid assistance • Secondary-postsecondary partnerships 	<ul style="list-style-type: none"> • College knowledge • Goal-setting • Financial resources • Academic success behaviors
Upward Bound (UB)	UB provides high school students with college-preparatory academic and nonacademic enrichment courses, along with guidance in the college	The experimental study randomly assigned UB applicants to program and control groups and tracked the long-term outcomes of both groups. The final	High school: UB had a small, positive impact on credit accumulation. It had a larger, statistically significant effect on high school credits earned by students with lower initial	<ul style="list-style-type: none"> • Rigorous curriculum • Increased access to tutoring and academic support services • Physical program location on a college campus • Expanded learning 	<ul style="list-style-type: none"> • Academic knowledge • Academic success behaviors • College knowledge

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	<p>search and application process. Two-thirds of UB projects are hosted by four-year colleges and universities. The projects typically include summer academic programs held on the college campus, along with courses provided during out-of-school time during the academic year.</p>	<p>report (2009) analyzes data collected approximately 7-9 years after the study participants were scheduled to graduate from high school.</p>	<p>academic expectations and those at greater levels of academic risk.</p> <p>Postsecondary: The length of UB participation and program completion were positively associated with college enrollment, aid application, and degree completion. UB had positive impacts on specific subgroups.</p>	<p>opportunity</p> <ul style="list-style-type: none"> Residential program <p>Secondary- postsecondary partnerships</p>	
<p>Upward Bound Math-Science (UBMS)</p>	<p>UBMS provides grants to institutions to develop college preparatory programs focused on math and science careers. Like regular UB, the program features academic enrichment opportunities offered afterschool and during the summer, and most projects are hosted by 2- and 4-year colleges and universities. UBMS is unique in its emphasis on applied math and science courses that include laboratory, computer, and field site experience.</p>	<p>Quasi-experimental study of high school and postsecondary outcomes. The retrospective analysis used administrative data to compare UBMS participants to matched non-participants, controlling for student background characteristics, educational achievement and whether or not students had also participated in the regular UB program.</p>	<p>UBMS improved high school grades in math and science, and had a significant, positive impact on participants' rates of completing chemistry and physics in high school, enrolling in 4-year institutions, majoring in math and science, and completing a 4-year degree in math and science. The RTI report found that increased length of participation in UBMS was associated with higher postsecondary enrollment rates.</p>	<ul style="list-style-type: none"> Rigorous curriculum Increased tutoring and academic support services Project-based learning Low student-teacher ratios Physical program location on a college campus Residential program Expanded learning opportunity Secondary- postsecondary partnerships 	<ul style="list-style-type: none"> Academic knowledge Academic success behaviors Technical knowledge and skills College and career knowledge Goal-setting
<p>Washington State Achievers (WSA)</p>	<p>WSA integrates high school reform, early college awareness, college advising, mentoring, college scholarships and student supports in college. This program awarded 5-year</p>	<p><u>Fouts & Associates:</u> A mixed-method study of WSA schools throughout Washington state. A supplemental comparison study incorporated a group of similar high</p>	<p>The WSA schools increased their honors/ advanced English course offerings, and students at these schools were more likely to complete a college-ready curriculum. The WSA schools had a particularly</p>	<ul style="list-style-type: none"> Rigorous curriculum Smaller learning communities Caring mentors Increased college counseling 	<ul style="list-style-type: none"> College knowledge Goal-setting Academic knowledge Financial resources Personal development & wellbeing

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	<p>grants to high schools in Washington State with large proportions of low-income populations to redesign their schools. The Gates Foundation also collaborated with the College Success Foundation (CSF) to provide college scholarships, early college outreach, and mentoring to a select group of eligible students, known as Achievers, from these schools.</p>	<p>schools. <u>St. John and Hu:</u> a comparative study of four cohorts of graduates from WSA and non-grantee high schools in the same district. The researchers used student-level survey data to examine the impact of receiving the Achievers scholarship, as well as the overall effect of the scholarship possibility and other reforms on the other students in the WSA schools who did not receive the scholarship.</p>	<p>strong impact on the college readiness of Native American students, based on the completion of college-entrance course requirements. Recipients of the Achievers scholarship were more likely to enroll in college than similar peers, and those who applied for, but did not receive the scholarship also had greater odds of college enrollment.</p>	<ul style="list-style-type: none"> • Scholarships • Institutional partnerships 	
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Programs to Watch¹

Program	Program Description	Evaluation Description	Findings	Elements of Success	Foundation for Success (Inputs)
Admission Possible	A college access organization that provides college planning assistance, along with academic and social support, to low-income students who need extra assistance to competitively apply for admission to a 4-year college. The afterschool program is provided to eligible juniors and seniors at partner high schools, and includes a required community service component. The program is primarily staffed by AmeriCorps volunteers who serve as coaches to small groups of students.	An external, longitudinal study included student surveys of the 2005 graduating class conducted at three points (baseline, mid-program, and graduation). The study did not include a comparison group	Admission Possible participants increased their ACT scores, knowledge of how to fill out a college-application, and overall college knowledge during the program. Graduates enrolled in college at particularly high rates, and the majority were awarded competitive scholarships.	<ul style="list-style-type: none"> • Personal relationships • Low student-staff ratios • Expanded learning opportunity • Early college exposure • Community service • Increased college counseling • Financial aid assistance 	<ul style="list-style-type: none"> • Academic knowledge • College knowledge • Goal-setting, completion • Financial resources • Personal development & wellbeing
Virtual Enterprise Program	High school students learn about business by creating and managing a virtual firm. Each class of	A mixed-method, external evaluation of the program in 10 New York City high schools. Data sources	A majority of program participants reported that the program helped them to improve their 21 st Century skills, raise their confidence about their	<ul style="list-style-type: none"> • Teambuilding • Personal relationships • Project—based learning 	<ul style="list-style-type: none"> • 21st Century skills • Technical skills • College/ career knowledge

¹ The Programs to Watch category includes 3 programs that have engaged in comprehensive data collection but with a less rigorous research design. They may not yet have a comparative or external evaluation. These programs are typically newer or smaller initiatives that have demonstrated promising early results.

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	<p>students develops a business plan as a group, and they trade and compete with other “firms” (programs) across the US and internationally.</p>	<p>included classroom observations, interviews with staff, and an end-of-year student survey. The study population did not include a comparison group.</p>	<p>readiness for postsecondary education, and gave them transferrable career-related knowledge.</p>	<ul style="list-style-type: none"> • Connections to internships & employment <p>Innovative use of technology</p>	
<p>Young Women’s Leadership Charter School</p>	<p>YWLCS is a small, public charter school for girls in Chicago that provides a college-preparatory curriculum focused on math, science, and technology. YWLCS has developed a new model of student assessment based on proficiency. Students are graded based upon the completion of learning objectives for each course, with continuous opportunities for students to demonstrate their proficiency and improve their grades.</p>	<p>The Chicago Public Schools produce an annual report on student performance at YWLCS and all other charter schools. The report includes data on standardized test scores, attendance, graduation, dropout and transfer out rates. The report also measures performance against comparison neighborhood schools that the charter school students would have most likely attended otherwise.</p>	<p>YWLCS has higher attendance rates, achievement test scores and graduation rates than neighborhood comparison schools. College enrollment rates of YWLCS graduates are substantially higher than district averages.</p>	<ul style="list-style-type: none"> • Increased academic supports • Smaller learning community • Differentiated instruction and supports • Single-sex environment • Youth voice • Alternative assessments • Continuous opportunities for student improvement • School-level autonomy 	<ul style="list-style-type: none"> • Academic knowledge • 21st Century Skills • College & career knowledge • Personal development & wellbeing