P A S E   PARTNERSHIP FOR AFTER SCHOOL EDUCATION

COLLEGE PERSISTENCE
SUMMARY OF RESEARCH: DECEMBER 2015

Topics Covered: Factors that Impact Persistence, Summer Melt, Consequences of Not Persisting, Promising Practices/Programs, Afterschool Program Impact

Factors that Impact Persistence

A COMPLETE DEFINITION OF COLLEGE AND CAREER READINESS

http://69.43.173.105/dl/eve_natcon/nc12_four_keys_handout2.pdf

The article uses the accumulation of 18 years of research and study to define college readiness and/or career readiness. The article defines college readiness and career readiness as being able to succeed in entry level, credit-bearing college courses that will led to a baccalaureate or certificate or a career pathway-oriented training program without the need for remedial or developmental coursework. The article presents a way to measure student success in their postsecondary education by using a specialized and adapted assessment strategy called the four "keys". Each "key" is an area that students can master. The four keys are key cognitive strategies, key content knowledge, key transition knowledge and skills, and key learning skills and techniques. The article recognizes that there are other factors that play into a student's ability to succeed in college but schools lack the ability to directly influence those. Therefore, the four keys are where efforts should be placed so schools can best help their students. The article provides a breakdown of each key into how they can be expressed in academic performance.

Published by David T Conley, Educational Policy Improvement Center. 2012.

CAN I GET A LITTLE ADVICE HERE? HOW AN OVERSTRETCHED HIGH SCHOOL GUIDANCE SYSTEM IS UNDERMINING STUDENTS' COLLEGE ASPIRATIONS

http://www.publicagenda.org/files/can-i-get-a-little-advice-here.pdf

This study by Public Agenda focuses on the experiences of students with their high school guidance systems. Through surveying 614 students, 22-30 year olds, who went on to higher education, it was found that the high school system is a weak part of the nation's efforts to get students into college and obtain a degree. There were four findings that were focused on in detail. Most students, even those who completed college, gave poor or fail

ratings to their guidance counselor, perfunctory counseling caused students to delay college and made questionable decisions around high education, counselors are viewed less helpful than teachers, and advisors in higher education get better results. The study contains more information on its findings as well as all of its data from its research.

Published by Jean Johnson and Jon Rochkind with Amber N. Ott and Samantha DuPont, Public Agenda. 2010.

COLLEGE STUDENT'S THOUGHTS ABOUT LEAVING THE UNIVERSITY

http://csr.sagepub.com/content/4/2/123.short

This is a study that surveyed 729 college students at a Western university about 19 potential faculty attitudes or behaviors and their relative impact on a student's thoughts about wanting to leave the university. The study felt there was a lot of research on student-related factors of retention in the field and it wanted to explore outside that mindset. Of the 19 faculty attitudes or behavior items the research found three that do affect retention; a lack of student support from faculty, faculty members who did not return phone calls or emails in a timely manner, and professors who seemed unapproachable. The research also found that there were demographics that were more susceptible to faculty behavior; women, juniors and seniors. The study provides a focus on student retention where the faculty can have an influence over a student thinking about leaving the university. The article goes over the method and the results of the study in further detail.

Published by Cara Lundquist, Rebecca J. Spalding, and R. Eric Landrum, Boise State University. 2002-2003.

THE CHARACTER FACTOR: MEASURES AND IMPACT OF DRIVE AND PRUDENCE

http://www.brookings.edu/~/media/research/files/papers/2014/10/22-character-factor-opportunity-reeves/22_character_factor_opportunity_reeves.pdf

This study addresses the quality of measures for the "non-cognitive" skills, drive and prudence, which relate to educational attainment. The conclusions of the study are that the NLSY iterations, PSID, and the Fragile Families studies provide the best measures of drive and prudence. The study also found that high scores on the composite measure are significantly associated with higher educational attainment, concluding that character strengths can lead to more years of education and better performance than others in other areas. The paper discusses whether character can be developed through explicit public policy and decides that more studying should be done on existing character-development programs.

Published by Richard V. Reeves, Joanna Venator, and Kimberly Howard, Center On Children And Families. 2014.

FAST FACTS: DEGREES CONFERRED BY SEX AND RACE

http://nces.ed.gov/fastfacts/display.asp?id=72

This report breaks down the statistics of degrees earned according to race and sex. According to the article, from 1999–2000 to 2009–10, the percentage of degrees earned by females remained between approximately 60 and 62 percent for associate's degrees and between 57 and 58 percent for bachelor's degrees. Black females earned 68 percent of associate's degrees and 66 percent of bachelor's degrees of all doctor's degrees awarded to Black students. Hispanic females earned 62 percent of associate's degrees and 61 percent of bachelor's degrees awarded to Hispanic students.

Published by National Center for Education Statistics. 2012.

FIRST-GENERATION STUDENTS IN POSTSECONDARY EDUCATION: A LOOK AT THEIR COLLEGE TRANSCRIPTS

This report focuses on the majors and course taking patterns of first-generation students, comparing their postsecondary experiences and outcomes with students whose parents went to college. The study uses data from the Postsecondary Education Transcript Study of the National Education Longitudinal Study of 1988. The conclusions drawn from the study show that first-generation students were more likely to have no majors or have majors in technical fields, while students whose parents went to college chose majors in academic fields. Also, first-generation students had lower bachelor's degree completion rates, but when the outcome was a combination of degree attainment and persistence there was no difference.

Published by Xianglei Chen, National Center for Education Statistics. 2005.

FOR POOR, LEAP TO COLLEGE OFTEN ENDS IN A HARD FALL

This is an article from the New York Times that addresses the challenges that low income student's face when trying to climb the socioeconomic ladder. Through following the stories of three students' experiences, the article presents how even students who are able to succeed in high school and make it to college end up struggling. Some of the obstacles the students face are family problems that take them away from their school, dealing with the pressures of trying to afford school with student debt. Overall the article presents how factors impacting low-income students follow them to college and remain part of the obstacles they have to overcome.

Published by Jason DeParle, NY Times. 2012.

FROM ACCESS TO PERSISTENCE: WHERE STUDENTS INITIALLY ATTEND COLLEGE MATTERS

This summarizes a study of rates of persistence to their second year of college among students from Chicago public schools. The most important finding is that the type of school attended highly impacts persistence rates: 77% of students who went to 4-year colleges persisted to the second year, while only 46% of those who went to 2-year schools persisted.

Published by Chapin Hall at the University of Chicago. 2012.

GRIT: PERSEVERANCE AND PASSION FOR LONG-TERM GOALS

This study focused on the perseverance and passion for long terms goals identified as grit on individuals in determining success in professional domains. The paper is made up of multiple studies each examining questions surrounding grit. Grit showed high correlation with Big Five Conscientiousness and demonstrated incremental predictive validity of success measures. Of the variables, grit showed to be the best predictor of someone having a leadership position in college. The study provides further information on its methods and results in detail.

Published by Angela L Ducksworth, Christopher Peterson, Michael D. Matthews, and Dennis R. Kelly. 2007.

HIGH SCHOOL ACADEMIC CURRICULUM AND THE PERSISTENCE PATH THROUGH COLLEGE

This is a report that examines the relationship between high school academic curricula and students' persistence path through college. It uses date from the 1995 – 96 Beginning Postsecondary Students Survey from the U.S Department of Education. The study found that students who completed a rigorous high school curricula had a consistent advantage over those who completed a core curricula or lower. The study recognizes other factors that play into students dropping out but its' results suggest that a rigorous academic curriculum in high school can help students overcome socioeconomic disadvantages and students who transferred from their college. The study controls for related variables to determine their individual net contributions to continuous enrollment in their initial institution and to staying on track for a bachelor's degree. The study concludes its results from examining the data surrounding high school academic curriculums, students' experiences while in college, and students who transfer. The study provides various graphs and charts from the data it references.

Published by Laura Horn and Lawrence K. Kojaku. National Center for Education Statistics. 2001.

IS COLLEGE WORTH IT? COLLEGE PRESIDENTS, PUBLIC ASSESS VALUE, QUALITY AND MISSION OF HIGHER EDUCATION.

Among adults ages 18 to 34 who are not in school and do not have a bachelor's degree, two-thirds say a major reason for not continuing their education is the need to support a family. Also, 57% say they would prefer to work and make money; and 48% say they can't afford to go to college.

Published by Michelle Pew Research Center. 2011.

LEAVING THE SYSTEM

This article reports on a National Student Clearinghouse Research Center study that found that the college persistence rate for first-time students has dropped 1.2 percentage points since 2009, including a 2.8 percentage point decrease at private nonprofit 4-year schools and a 2.3 percentage point drop at public 4-year schools – but a 0.7 percentage point increase at 4-year for-profit schools. The article provides some context for the numbers, noting that about 20% of working Americans have attended college but left without graduating, and that the decrease in persistence rates is worrisome. The article also provides possible reasons for the decline, including the recovering economy (some students might be leaving college for jobs). More info and graphs on the study found here- **http://nscresearchcenter.org/snapshotreport-persistenceretention14/**

Published by Paul Fain, Inside Higher Ed. July 2014.

MANY COLLEGE FRESHMEN NEED REMEDIAL WORK, OFTEN DELAYING GRADUATION, INCREASING COSTS

This article discusses a US Department of Education study* finding that 25% of US college freshmen take at least one non-credit-bearing remedial class, which can increase by half the likelihood that they won't graduate. The article also highlights a few colleges' approaches to reducing the rates of students taking remedial classes, such as

having students flagged for remediation retake placement tests their first semester after receiving tutoring, or partnering with local high schools to help teachers prepare students for the placement exams.

Published by Debra Erdley, Trib Total Media. July 2014.

THE MISSING "ONE-OFFS": THE HIDDEN SUPPLY OF HIGH-ACHIEVING, LOW-INCOME STUDENTS

http://www.brookings.edu/~/media/projects/bpea/spring%202013/2013a_hoxby.pdf

This study explores the reasons behind why low-income high-achieving students do not apply to selective colleges or universities. The key data came from the College Board and ACT on the high-school graduating class of 2008. They demonstrate various findings, including that students would apply to schools similar to other students who share their economic background instead of those who share their academic background. The study explores several plausible explanations and concludes that they are poorly informed about their college going opportunities and that they have cultural, social, or family issues that make them unwilling to apply to peer institutions, even if they are confident of being admitted and succeeding academically. The paper suggests that in order to reach more high achieving, low income students, recruiting efforts should branch out beyond magnet and other feeder schools, and beyond the few major urban areas, or immediate vicinity of the school.

Published by Caroline Hoxby and Christopher Avery. 2012.

MOVING BEYOND ACCESS: COLLEGE SUCCESS FOR LOW-INCOME, FIRST-GENERATION STUDENTS

http://files.eric.ed.gov/fulltext/ED504448.pdf

This report is from the Pell Institute that was funded by the 3M Foundation. The report addresses the gap in higher education success among minority, low-income, and first generation students as compared to their peers. Then the report focuses on how colleges and agencies can close the gaps in access and success in college. The article first addresses the reasons these students struggle in college. They suggest that they come from backgrounds that provide lower levels of academic preparation and they address their risk factors and constraints. Also when controlling for their backgrounds low income and first generation students still drop out suggesting they are impacted just as much during college. Their research showed that the students engaged less in social and education support systems. Thus the lack of integration affects their lack of resources. They lack enough aid to cover their expenses so they work more outside school and borrow more money. The article makes suggestions to improve the students' success rates to universities, policymakers and practitioners including improving academic preparation for college, providing additional financial aid, increasing transfer rates to four-year colleges, easing the transition into college, encouraging engagement on campus, and promoting best practices for retention. The article references a lot of data from the U.S. Department of Education.

Published by Jennifer Engle and Vincent Tinto, Pell Institute. 2008.

PRE-COLLEGE OUTREACH AND EARLY INTERVENTION PROGRAMS: AN APPROACH TO ACHIEVING EQUAL EDUCATION OPPORTUNITY.

http://www.nea.org/assets/img/PubThoughtAndAction/TAA_01Sum_10.pdf

This article explores the needs for early intervention programs, the history of the government supporting early interventions, the current state of early intervention programs and the research needed to improve early intervention programs. The article begins by outlining the individual and societal benefits of higher education and the gaps between people of different racial/ethnic minorities and socioeconomic status to have access and success to that education. Through exploring the history of the government's attempts to close these gaps through

financial aid and the gaps still remaining, the article suggests that a more comprehensive approach is needed; early intervention programs. A good early intervention program should have a clear focus, motivated and committed students, starting early in the educational pipeline, links with school curricula and schedules as well as with other community organizations, adaptation to the particular needs of the students, school, and community, and involved parents. However, there are still more areas that need research such as determining the cost and benefits of starting early intervention at different grade levels, on the characteristics of students that early intervention programs would target, on the impacts parents have on program outcomes and on how administrators can effectively encourage parents to get more involved, and on how to maximize program benefits by leveraging existing resources and services.

Published by Laura W. Perna and W. Scott Swail, The NEA Higher Education Journal. 2001.

PREDICTING ACADEMIC PERFORMANCE AND RETENTION AMONG AFRICAN AMERICAN FRESHMEN MEN

http://www.tandfonline.com/doi/abs/10.2202/1949-6605.1178?journalCode=uarp19

This is a study that surveyed 229 African American freshmen men to determine academic performance and retention patterns. Both cognitive and non-cognitive variables were studied. Two variables were found to have significant predicting capabilities for academic success, high school rank and high school GPA, while two variables significantly predicted retention, high school rank and social adjustment. Another variable that was found to have predictive powers was attachment to the college. The study found that through using non-cognitive variables it provides more predictive capability for the cognitive variables. The study highlights relevant literature, goes over its methods and procedure, and provides a detailed analysis of its data.

Published by Robert A. Schwartz and Charles M. Washington, NASPA Journal. 2002. Journal subscription required.

RACE GAP NARROWS IN COLLEGE ENROLLMENT, BUT NOT IN GRADUATION

http://fivethirtyeight.com/features/race-gap-narrows-in-college-enrollment-but-not-in-graduation

The article reports the gap in graduation rates of white versus black students, despite the narrowing gap in college enrollment. According to the article, "of students who entered college in 2005, the most recent data available, 62 percent of whites got a degree within six years, versus 40 percent of blacks and 51 percent of Hispanics." The data also accounts for income gaps, which is smaller than the racial gap when it comes to graduation. Other factors that impact graduation include part-time status and those who need remedial classes.

Published by FiveThirtyEight. 2014.

READINESS FOR COLLEGE: THE ROLE OF NONCOGNITIVE FACTORS AND CONTEXT

http://vue.annenberginstitute.org/issues/99/readiness-college-role

This article shows findings from a literature review of hundreds of studies on the importance of noncognitive factors in postsecondary success. The review identified which of these factors have been found to matter for long-term success, why and how they matter, the extent to which they're malleable, and how they relate to one another. It also found that postsecondary performance and persistence depend not only on individual students' readiness factors, but also on the fit between a student's needs and the college's environment. Five general categories of noncognitive factors emerged from the review, each of which has been shown to be related to academic performance: academic behaviors, academic perseverance, social skills, learning strategies, and academic mindsets.

Published by Jenny Nagaoka, Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum. Annenberg Institute. 2012.

SUCCEEDING IN THE CITY: A REPORT FROM THE NEW YORK CITY BLACK AND LATINO MALE HIGH SCHOOL ACHIEVEMENT STUDY

http://www.gse.upenn.edu/equity/sites/gse.upenn.edu.equity/files/publications/Harper_and_Associates_201 4.pdf

This study focus on the experiences of young men of color in college (pages 25-31). 75% of those interviewed attend CUNY or SUNY schools. In this report, they look back on their college application process, the counseling they received (most praised their high school guidance counselors but wished the counselors had had smaller caseloads so they could have spent more time with them), how they chose the schools they did, whether or not they felt they were academically prepared for college (many did not), and things that surprised them about their freshman year of college. Many community college students were surprised by how similar college felt to high school, and wished they had been better-informed about the differences between 2- and 4-year schools during their college searches. Many of the students, especially the 58% who lived with their families and commuted to school, were not engaged in on-campus activities and had not formed meaningful relationships with professors. Many also could not name people on campus who had been supportive and helpful to them – with the notable exception of students in SUNY EOP and CUNY SEEK programs. Those students overwhelmingly mentioned directors, staff, and peer mentors in those programs as being supportive, and appreciated the resources, tutoring, academic and social programming, and counseling offered in the programs. The students interviewed were all determined to graduate; very few even mentioned having considered dropping out. The article also offers recommendations for teachers, guidance counselors, postsecondary professionals and leaders, mayors, governors, and policymakers for improving student success in urban education (pages 33-39).

Published by University of Pennsylvania. 2014.

SWIMMING AGAINST THE TIDE: THE POOR IN AMERICAN HIGHER EDUCATION

https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2001-1-swimming-against-tide-the-poor-american-higher-education.pdf

This report is a review of the evidence surrounding low-socioeconomic status students while trying to fill in the gaps to present an accurate portrayal of them. It looks into the college search, choice, and selection process, the profile of the low-socioeconomic-status students, and their collegiate experiences. Then it explores outcomes of persistence and degree completion, learning, other education outcomes, and earnings. The report finds that students who are low-SES are at a disadvantage in regards to the college choice process, the transition from high school to college, their college experience, and the educational and occupational benefits they get from college. Policy issues the report identifies that could address the persistence of SES-related inequities include reaching and including parents, better integration of the various agencies involved, and supplementing financial aid policies.

Published by Patrick T. Terenzini, Alberto F. Cabrera, and Elena M. Bernal, The College Board. 2001.

THE TOOLBOX REVISITED PATHS TO DEGREE COMPLETION FROM HIGH SCHOOL THROUGH COLLEGE

https://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf

This data essay is from the U.S. Department of Education. It followed a cohort of students, who attended a four-year college, from high school into postsecondary education to learn what aspects of their formal schooling contributed to them obtaining a bachelor's degree by their mid-20s. It also focused on data from the longitudinal studies from the National Center for Education Statistics from 1996 – 2001. The study covers many areas surrounding education including what happens before matriculation, the features of postsecondary history, and the educational gap. The study notes the importance on what is studied, how much of it, how deeply, and how intensely to get a degree, as well as, the importance of the curriculum and the nuances of attendance and on students being explicit and playing a role in their own destiny. The essay goes into great depth on its research throughout the paper.

Published by Clifford Adelman, US Dept of Ed. 2006.

USING NONCOGNITIVE VARIABLES IN ASSESSING READINESS FOR HIGHER EDUCATION

https://cerpp.usc.edu/files/2013/11/UsingNCV-Sedlacek.pdf

This paper focuses on attributes that will determine whether most students will succeed in higher education. These attributes feature the courses, grades, tests, and ability to keep up with changes. Other attributes include noncognitive variables such as a positive self-concept, realistic self-appraisal, long-range goals, having a strong support person, leadership, and community. The Noncognitive Questionnaire is the tool that is used to measure the noncognitive variables. Through using noncognitive variables, students' attributes could be assessed in a way that they correlate with their future success in higher education.

Published by William E. Sedlacek, University of Maryland. 2011.

THE UNIVERSITY EXPERIENCE COURSE: A LONGITUDINAL STUDY OF STUDENT PERFORMANCE, RETENTION, AND GRADUATION

http://eric.ed.gov/?id=EJ625068

This study investigates the relationship between participation in an extended orientation course and student academic performance with the goal to help students adjust to the demands of a university environment and to develop long term academic skills. The study found that in most of the years, students who participated in the program had higher year end GPA's, retention rates, and four, five and six year graduation rates compared to students who did not participate. The study provides a detailed explanation of its methods and results.

Published by A. Michael Williford, Laura Cross Chapman, and Tammy Kahrig. Journal of College Student Retention. 2001.

WITH THEIR WHOLE LIVES AHEAD OF THEM: MYTHS AND REALITIES ABOUT WHY SO MANY STUDENTS FAIL TO FINISH COLLEGE

http://www.publicagenda.org/files/theirwholelivesaheadofthem.pdf

Report on a survey of young adults ages 22-30 who had completed at least some college coursework; the responses of students who dropped out are compared to those of students who graduated. The biggest reason cited for dropping out was the toll of working and going to school at the same time. The need to put themselves through school was another major reason students dropped out. Students who didn't graduate were more likely to

have gone through a happenstance and uninformed college selection process, and ended up with a limited number of colleges to choose from. Although most students who dropped out knew that a college degree would benefit them, they were less likely to fully recognize the specific ways it would benefit them than those who graduated. They were less likely to agree that what one learns in college is important and that one will make more money in the long run with a college degree. Students who dropped out were also less likely to agree that their parents had instilled in them the importance of higher education, that in high school they had planned to go to college, and that their high school teachers and counselors had probably thought they would go to college after graduation.

81% of students who had dropped out said that making it possible for part-time students to be eligible for more financial aid would help "a lot," and 78% said that offering more classes in the evening or on weekends so that they could work would help "a lot."

Published by Public Agenda/The Bill and Melinda Gates Foundation. 2009.

UNDERGRADUATE ENROLLMENT

http://nces.ed.gov/programs/coe/indicator_cha.asp

Report on the demographic statistics of undergraduate enrollment nationwide, including aggregate totals and the data disaggregated for race, gender, full-time/part-time, and institution type (public/private, non/for-profit, and 2/4-year). The report presents enrollment trends 1990-2013 and projected trends through 2024.

Published by the National Center for Education Statistics, updated May 2015.

Summer Melt

THE FORGOTTEN SUMMER: DOES THE OFFER OF COLLEGE COUNSELING AFTER HIGH SCHOOL MITIGATE SUMMER MELT AMONG COLLEGE-INTENDING, LOW-INCOME HIGH SCHOOL GRADUATES?

http://www.aefpweb.org/sites/default/files/webform/Castleman%20and%20Page_The%20Forgotten%20Summer_AEFP_2012.pdf

Despite decades of policy intervention to increase college entry and success among low-income students, considerable gaps by socioeconomic status remain. To date, policymakers have overlooked the summer after high school as an important time period in students' transition to college, yet recent research documents high rates of summer attrition from the college pipeline among college-intending high school graduates, a phenomenon referred to as "summer melt." The report is on two randomized trials investigating efforts to mitigate summer melt. Offering college-intending graduates two to three hours of summer support increased enrollment by 3 percentage points overall, and by 8 to 12 percentage points among low-income students, at a cost of $100 to $200 per student. Further, summer support has lasting impacts on persistence several semesters into college.

Published by Benjamin L. Castleman, Lindsay C. Page and Korynn Schooley, Journal of Policy Analysis and Management. January 2014.

FRESHMAN YEAR FINANCIAL AID NUDGES: AN EXPERIMENT TO INCREASE FAFSA RENEWAL AND COLLEGE PERSISTENCE.

http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf

This paper discusses a follow-up study to the one on summer melt; in this study, college freshmen receiving Pell

Grants were sent automated texts reminding them to re-file the FAFSA for their sophomore year, giving them information on financial aid in general, and offering support with financial aid and re-filing. The texts were sent by uAspire, a Boston-based nonprofit that works with high schools, colleges, and CBOs to advise high school students and their families on college affordability. The intervention was implemented because a significant percentage of freshmen who receive Pell Grants and are in good academic standing don't re-file their FAFSAs. This prevents them from receiving Pell Grants their sophomore year, which makes them more likely to drop out. The intervention had large positive effects among freshmen at community colleges; those who received the texts were 12 percentage points more likely to continue to their second year than those who did not. It didn't have effects on students at 4-year schools, where the rate of persistence was already higher than at community colleges. The authors of the two studies above have released a book in October 2014, Summer Melt: Supporting Low-Income Students Through the Transition to College, that expand on these and other studies and share strategies for keeping college-intending students on track the summer after high school.

http://www.amazon.com/Summer-Melt-Supporting-Low-Income-Transition/dp/1612507417#

Published by Benjamin L. Castleman, University of Virginia and Lindsay C. Page, University of Pittsburgh. June *2014.*Can't be cited or quoted without authors' permission*

STEMMING THE TIDE OF SUMMER MELT: AN EXPERIMENTAL STUDY OF THE EFFECTS OF POST-HIGH SCHOOL SUMMER INTERVENTION ON LOW-INCOME STUDENTS' COLLEGE ENROLLMENT

http://www.tandfonline.com/doi/abs/10.1080/19345747.2011.618214#.VckIBflVhHw

This is a report on a study that tried to reduce summer melt among low-income students by providing them with college counseling during the summer by counselors from their high school. These counselors proactively reached out to students, rather than waiting for them to come to them for help, and focused on information and financial barriers students had that could potentially keep them from matriculating in college in the fall. The intervention was successful; students who received the counseling were 14 percentage points more likely to enroll in college and 19 percentage points more likely to stick to the specific postsecondary plan they had developed during senior year of high school (for example, they were less likely to enroll in community college when they had been planning to attend a 4-year school, and less likely to enroll part-time when they had been attending to enroll full-time). Notably, all of the 7 high schools the intervention took place in were small and student-centered, and integrated college planning into the regular curriculum.

Published by Benjamin L. Castleman, Karen Arnold and Katherine Lynk Wartman. January 2012.

SUMMER NUDGING: CAN PERSONALIZED TEXT MESSAGES AND PEER MENTOR OUTREACH INCREASE COLLEGE GOING AMONG LOW-INCOME HIGH SCHOOL GRADUATES?

http://curry.virginia.edu/uploads/resourceLibrary/9_Castleman_SummerTextMessages.pdf

This paper summarizes the results of a study of two interventions attempting to prevent "summer melt," which is when students, especially low-income students, are accepted into college but fail to matriculate in the fall after high school. The first intervention used an automated texting campaign to keep students on track with tasks they needed to complete and to connect them to counselors if need be. In the second intervention, current college students provided students planning to matriculate that fall with peer mentoring and support. Both interventions increased college enrollment among students who had had less access in high school to high-quality college counseling and supports (but not among those who had had more access), and both were cost-effective, highlighting the potential for other low-cost behavioral interventions to help low-income students achieve educational goals.

SUMMER MELT HANDBOOK: A GUIDE TO INVESTIGATING AND RESPONDING TO SUMMER MELT

http://sdp.cepr.harvard.edu/files/cepr-sdp/files/sdp-summer-melt-handbook.pdf

This is a guide to reducing summer melt – it is "intended to provide specific guidance for designing and implementing a summer counseling initiative to mitigate summer melt in your district or student community." It is aimed at school districts but is also intended to be useful for CBOs. The guide offers many strategies for anyone working with students to first investigate the extent of summer melt among their target population and then address it. On pages 28-29 there is a useful flowchart depicting potential strategies for addressing the problem, depending on the availability of resources, the quality of information available, and the strength of connections with area colleges, universities, and college access organizations [or high schools, for CBOs using the handbook]. Strategies – which are all discussed in detail later in the handbook – include distributing a general summary of key summer tasks for college-going seniors to complete, using a digital messaging campaign to send students key reminders of important summer tasks customized to their intended institutions, creating worksheets that summarize key summer tasks personalized for students' intended institutions, and hiring counselors to reach out to students proactively during the summer months.

Published by Benjamin L. Castleman Lindsay C. Page Ashley L. Snowdon, Strategic Data Project, Harvard University's Center for Education Policy Research. 2013.

SUMMER LINK: A COUNSELING INTERVENTION TO ADDRESS THE TRANSITION FROM HIGH SCHOOL TO COLLEGE IN A LARGE URBAN DISTRICT

http://www.aefpweb.org/sites/default/files/webform/AEFP%20Paper%20with%20Outcomes%20-%20March%202012.doc

This is a report on the impact of an intervention in a large urban school district that provided two hours of outreach and counseling over the summer after high school to college-intending students. The intervention increased the probability of enrollment by 85%, and the effect was greatest among students who had completed financial aid forms, finished college entrance exams, and been accepted to a four-year college.

Published by Lindsay Daugherty, Center for Education Policy Research, Harvard University. March 2012.

Consequences of Not Persisting

FEDERAL STUDENT LOAN DEBT BURDEN OF NONCOMPLETERS

http://nces.ed.gov/pubs2013/2013155.pdf

This report is on the financial impact of undergraduate students who take out federal (Stafford and Perkins) loans for postsecondary education and do not complete a degree within six years of enrollment, compared to their counterparts who do complete a degree. Based on the two most recent cohorts of first-time beginning postsecondary students surveyed by the NCES who began in 1995-96 and 2003-4. It presents findings about the percentage of students who borrowed, the average cumulative amount borrowed, and the total projected financial impact of the observed cohort.

Published by the National Center of Education Statistics.

http://www.air.org/sites/default/files/downloads/report/AIR_High_Cost_of_Low_Graduation_Aug2011_0.pdf

This report presents compiled data about the national fiscal longterm impact of students who enroll in, but do not complete, college. The report estimates first-year losses and cumulative losses at the national level and presents the same metrics for the income and tax losses in each state. The study estimates that for the cohort of who started in fall 2002 as full-time degree-seeking students but failed to graduate six years later, the cost to the nation was approximately: $3.8 billion in lost income, $566 million in lost federal income taxes, and $164 million in lost state income taxes. These estimates are for one year and one cohort of students—losses of this magnitude, the study claims, are incurred by each cohort of noncompleters and accumulate over time, bringing the true estimate of losses per year to a much higher number.

Published by the American Institutes of Research.

Promising Practices/Programs

COLLEGE TRACK

http://collegetrack.org

This national program works with underserved youth from the summer before 9th grade through college graduation. They expect students to go to 4-year colleges. Over 80% are first generation students. During high school, they provide youth with tutoring, academic workshops, academic case management, ACT prep, study groups, study squads (intensive support for students who score poorly on the ACT diagnostic exam), college tours, college advising, help with scholarship applications and financial aid forms, student life workshops that use a youth development approach, service and community engagement opportunities, experiential education opportunities, and summer programs to keep youth active and engaged while not in school. Overall, the time students spend in the program during high school adds up to the equivalent of an extra year of school. College Track builds relationships with admissions directors and key campus leaders at colleges nationwide to help their students stay well informed about the admissions process. This also helps them identify the colleges that will provide the resources their students need to be successful. The program helps their students transition to college by providing financial planning workshops, academic advising, and social/emotional support in the spring of senior year. When students enter college, the program continues to support them by visiting them, providing academic advising, connecting them with on-campus resources, providing need- and merit-based scholarships, and hosting an annual student reunion. They also have an Alumni Association for their students who have graduated from college; it lets their alumni stay in touch through workshops, online social networking tools, and annual reunions.
More about their approach: http://collegetrack.org/who-we-are/our-approach/

Published by College Track.

COLLEGE VISIONS

http://www.collegevisions.org/the-kolajo-paul-afolabi-college-success-program/

An organization in Providence, RI that begins working with youth in the spring of their junior year of high school with a series of workshops on college access and financial aid. Program participants who go to college at one of a variety of schools across the Northeast can become part of College Visions' College Success Program (CSP), which provides support through graduation. CSP components include: Individualized Coaching, Connecting with On-Campus Resources, Financial Aid, Transfer Coaching, Peer-to-Peer Support, and Leadership Opportunities.

Published by College Visions.

COUNCIL OF INDEPENDENT COLLEGES/WALMART COLLEGE SUCCESS AWARDS

http://www.cic.edu/Programs-and-Services/Programs/Walmart-College-Success/Pages/default.aspx

In 2008 and 2010, the Council of Independent Colleges (funded by Walmart) gave a total of 50 colleges and universities grants to improve their efforts to help first-generation students on their campuses succeed and persist. This website gathers best practices and lessons learned from this multi-year project. Strategies are broken down into categories such as academic support, family engagement, cultural experiences, peer and faculty/staff mentoring, career preparation, and summer bridge/orientation programs. The website also list the colleges that employed family engagement strategies and the strategies that were implemented.

Published by The Council of Independent Colleges.

A DECADE OF RESULTS: THE IMPACT OF THE LA'S BEST AFTER SCHOOL ENRICHMENT PROGRAM ON SUBSEQUENT STUDENT ACHIEVEMENT AND PERFORMANCE

http://www.caqsap.net/uploads/reports/A_Decade_of_Results_-_The_Impact_of_LAs_Best_-_2000.pdf

This is a longitudinal study that focuses on whether the program LA's BEST is working. LA's BEST was a community-based initiative developed by the city to address K-5 students. To measure success, standardized test scores were used and there is good reason to believe student's performances are increasing. The students who were in the highest level also showed an increase in attendance. Other findings show included language redesignation rates favored LA's BEST students over non LA's BEST students in 4th, 6th, and 8th grade, but they were equal in 5th and 7th. Also, absences were down for LA's BEST students in 5th, 6th, and 7th grade, but they were equal in 8th and 9th grade. The study feels that other methods should be used to measure success in future studies and that more should be done to increase overall attendance.

Published by Denise Huang, Barry Gribbons, Kyung Sung Kim, Charlotte Lee, and Eva L. Baker, UCLA Center for the Study of Evaluation. 2000.

GETTING CLOSER TO THE FINISH LINE: THE COLLEGE ENROLLMENT AND COMPLETION EXPERIENCES OF GRADUATES OF THE BOSTON PUBLIC SCHOOLS

http://www.tbf.org/news-and-events/news/2013/january/~/media/TBFOrg/Files/Reports/GettingCloser_011513.pdf

This report examines Success Boston, an initiative that works with low-income students of color in the Boston public schools to increase their rates of college graduation. The initiative involves the public school system, city government, the Boston Foundation, local nonprofits, and 40 local colleges and universities. Program components include improving academic preparation by increasing the rigor of high school coursework, helping students apply

to college and transition smoothly, and collecting and reporting on data on college persistence and graduation rates. The initiative has increased the rates of low-income students of color enrolling in and graduating from college – program participants are up to 22 percentage points more likely to graduate than non-participants. Most relevant for our study, community-based nonprofits are responsible for helping students apply to college and for financial aid, and for supporting them during the summer before matriculation with transition coaching and mentoring. In transition coaching, each nonprofit is paired with a cohort of high school graduates who are going to a subset of the most commonly attended colleges.

Published by Andy Sum and Ishwar Khatiwada, The Center for Labor Market Studies at Northeastern University. January 2013.

GRADUATION RATE WATCH: MAKING MINORITY STUDENT SUCCESS A PRIORITY

http://www.issuelab.org/resource/graduation_rate_watch_making_minority_student_success_a_priority

This is a report that focuses on data from the U.S. Department of Education to explore how most universities are not making minority students a priority, making those students less likely to succeed. Through exploring the success of schools like FSU as a contrast, they are used to show what can be done to improve graduation rates of minorities. Some of the areas that are highlighted are: freshmen learning communities, paying attention to graduation rates, and recognizing that degree attainment and academic standards are at odds. Some methods to create positive change in these schools include reorienting funding, governance, market pressure, and accountability. The study provides a lot of the data it references and explores many topics surrounding the overall topic in further detail.

Published by Kevin Carey, Education Sector. 2008.

HELPING LOW-INCOME STUDENTS GAIN COLLEGE ACCESS AND SUCCESS

http://philanthropynewsdigest.org/commentary-and-opinion/helping-low-income-students-gain-college-access-and-success

Sponsors for Educational Opportunity (SEO) operates a program called is SEO Scholars. As part of the program, students from low income families attend Saturday Academy and Summer Academy to learn the academic skills they will need to prepare for college. They are also provided with assistance through the college application process and on-going support throughout their college years. "Over the years, we also have learned a few things about what philanthropy can do to improve college access and success for low-income kids. The key, in our opinion, is to support targeted programs that provide long-term academic skills, guidance, and mentoring."

Published by William Goodloe, Philanthropy News Digest. 2014.

THE HIDDEN CURRICULUM

http://www.insidehighered.com/news/2014/08/04/book-argues-mentoring-programs-should-try-unveil-colleges-hidden-curriculum

This is an interview with Buffy Smith, associate professor of sociology and criminal justice at the University of St. Thomas and author of *Mentoring At-Risk Students through the Hidden Curriculum of Education.* According to Smith, the "hidden curriculum" consists of the social norms, values, and expectations that students must learn to navigate in college, which may be particularly difficult for low-income, first-generation, and/or minority students to learn because they are generally values of the white middle class. The book offers suggestions for how colleges can guide at-risk students through this hidden curriculum through mentoring programs, and lays out best practices

of these programs. For example, mentors should employ an "advising, advocacy, and apprenticeship" model – advising is telling mentees what to do, advocacy is intervening on their behalf, and, most importantly, apprenticeship is helping mentees practice how to advocate for themselves. Mentoring programs should also have their own curricula focused on content related to the hidden curriculum, and well-defined and measurable objectives. Smith advises schools to devote full-time staff to the programs and fund them well in order for them to succeed. The book is available here: **https://rowman.com/ISBN/9780739165669**

Published by Charlie Tyson, Inside Higher Ed. August 2014.

HOW DO PRE-COLLEGIATE ACADEMIC OUTREACH PROGRAMS: IMPACT COLLEGE-GOING AMONG UNDERREPRESENTED STUDENTS?

http://www.usc.edu/dept/chepa/IDApays/publications/PrecollegiateOutreachPrograms.pdf

This paper is commissioned by the Building School Capacity committee of the Pathways to College Network with the purpose to examine literature on pre-collegiate academic programs, identify key practices and to describe four programs, Baltimore College Bound, Career Beginnings, Sponsor a Scholar, and Upward Bound, using these practices. Some of the observations taken from Upward Bound was that students exposed to college like work on college campuses provided disadvantaged students with a vision of themselves succeeding in postsecondary education and the program provided services comparable to the advantaged students' college prep course impacted the program's success. However, the examination of the four programs showed that among the impacts of the programs there was insufficient data to draw a conclusion on what components are having the biggest impact on students. Without having this information the paper highlights the limitations it puts on school reform efforts. The paper concludes that overall too little is known to effectively gauge links between programs and school reform efforts that work to transform schools into places of intellectual and creative engagement. Due to the lack of information, the paper suggests, more research needs to be done by the Pathways to College Network to learn more about topics such as potential links to school reform efforts, family involvement, and curriculum.

Published by Yvette Gullatt and Wendy Jan, Pathways to College Network. 2003.

INCREASING COLLEGE OPPORTUNITY FOR LOW-INCOME STUDENTS: PROMISING MODELS AND A CALL TO ACTION

https://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students.pdf

This paper was put out by the President's Administration and Department of Education to identify barriers to college opportunity. Four areas were highlighted to help promote college opportunity where low-income students could apply, enroll, and succeed. These are connecting more low-income students to colleges where they can succeed and be encouraged to completion, increasing the pool of students preparing for college, reducing inequalities in college advising and test preparation, and seeking breakthroughs in remedial education. In order to address these concerns the paper highlights various institutions and programs where they are seeing promising results by reducing the need for remediation through curricular alignment, redesigning assessments, and improving remediation delivery. In order to build off the success they see, the White House called on colleges and university presidents, nonprofits, leaders of philanthropy and the private sector to strengthen remediation. Some of the commitments called for include improving course content, aligning remediation to programs of study, and providing technical assistance or other support services, to institutions engaged in implementing remediation reforms. The paper explores its findings in further detail.

Published by Executive Office of the President. 2014.

JPMORGAN CHASE'S FELLOWSHIP INITIATIVE

http://www.jpmorganchase.com/corporate/Corporate-Responsibility/the-fellowship-initiative.htm

The Fellowship Initiative is an intensive program that works with young men of color, starting the summer before sophomore year and continuing through college graduation (though the most intensive work is during high school). It provides the Fellows with academic support, mentoring, college prep, leadership training, and social support. This program was piloted in NYC in 2010 and recently scaled up in NYC and expanded to Chicago and Los Angeles. The pilot program had some impressive results – 100% of the 24 Fellows were admitted to 4-year schools.

Published by JP Morgan Chase.

MORE GRADUATES: TWO-YEAR RESULTS FROM AN EVALUATION OF ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP) FOR DEVELOPMENTAL EDUCATION STUDENTS

www.mdrc.org/publication/more-graduates/file-full

The City University of New York's (CUNY's) Accelerated Study in Associate Programs (ASAP), launched in 2007 with funding from the New York City Center for Economic Opportunity, is an uncommonly comprehensive and long-term program designed to help more students graduate and help them graduate more quickly. This report describes the program, which requires students to attend college full time and encourages them to take developmental courses early and to graduate within three years. This report also presents results from a random assignment study of ASAP at three CUNY community colleges: Borough of Manhattan, Kingsborough, and LaGuardia. The findings of the study showed that after two-years of starting the program, ASAP improves rates of persistence, boosts credit accumulation, and increases rates of graduation. In light of these promising results, another study is scheduled to explore the results after three-years in the program and the paper suggests that policymakers, college administration, and philanthropists use ASAP as a model in addressing community college completion problems. The paper goes into further detail into what services ASAP provides and the results of its study.

Published by Susan Scrivener and Michael J. Weiss, MDRC. 2013.

PATHWAYS TO IMPROVEMENT: USING PSYCHOLOGICAL STRATEGIES TO HELP COLLEGE STUDENTS MASTER DEVELOPMENTAL MATH

http://cdn.carnegiefoundation.org/wp-content/uploads/2014/09/pathways_to_improvement.pdf

This is a Carnegie report on Pathways to Improvement, an initiative that is part of the productive persistence project and enrolls community college students in need of math remediation in alternative classes, designed to be more engaging and relevant to the math skills students will need after graduation. The classes also include some higher-level math than most remedial classes, to prepare students for subsequent classes and show them that they can master college-level math. They're also designed to address psychological and social-emotional issues students might have, such as the belief that they do not belong in college or can't do math. Results so far have been promising, with 56% of students in the Pathways courses fulfilling their remedial math requirements, versus 21% of other students.

Published by Elena Silva and Taylor White, Carnegie Foundation. 2013.

PRACTICES AND PROGRAMS THAT PREPARE STUDENTS FOR COLLEGE GRADUATION

http://www.seedfoundation.com/wp-content/uploads/2010/12/Practices-and-Programs-that-Prepare-Students-for-College-Graduation.pdf

This paper was done by SEED and FSG Social Impact Advisors to determine which strategies are working to increase college graduation rates for SEED students. The focus of the study was on four "levers" to determine high impact programs to achieve higher graduation rates. The first lever was Academic Rigor and Curriculum where they determined that it was important to implement strategies such as having a rigorous curriculum, having a dual enrollment curriculum, and to provide support to struggling students. The next lever was college matching and it was found that it is important to build relationships with a targeted group of postsecondary schools, to create a cohorts of students, and to institute requirements. Social and non-cognitive skills was the third lever and they found providing experiences that mimic college life and connect alumni to community mentors valuable. Finally, financial aid and scholarships could be addressed by developing the financial literacy skills of students and their families and to consider providing incentive grants through high schools. The paper provides further examples and suggestions to address each lever as well as ways that each lever can be measured.

Published by SEED. 2010.

PRODUCTIVE PERSISTENCE

http://www.carnegiefoundation.org/productive-persistence

This website outlines Carnegie's project on "productive persistence," which it defines as "a set of behaviors that involves the tenacity and good strategies students need to be academically successful." The project focuses on community college students in remedial math classes, and the object is to create "an evidence base for practices that reliably improve community college student motivation and engagement at scale, in the hands of diverse practitioners," specifically by improving students' social ties and sense of belonging in the classroom. Promising practices found so far include faculty emailing students to keep them engaged and building cohorts of students that keep each other motivated. The project is now also focusing on building students' growth mindsets – belief that they can improve their academic abilities with effort.

Published by Carnegie Foundation. 2014.

THE SECRET TO STUDENT SUCCESS: ELECTIVE PRACTICES TO BOOST STUDENT RETENTION AND GRADUATION RATES

http://bbbb.blackboard.com/retain?s=Web

This ebook was put out by Blackboard to obtain its own data on the retention and graduation of students in four year public, four year private, and four year community colleges. The findings of the study focused on three elements that when used effectively and holistically will improve retention and graduation rates; insight, strategy and engagement. Under insight, some of the findings were to leverage technology to collect actionable data and track the effectiveness of programs to inform the allocation of resources. Some of the strategy findings were to establish a governance model with sponsorship from senior leadership and to create detailed goals so the responsibility of the students' success is across key departments. Findings under engagement included offering applicable resources to students consistently and constantly and to focus on meaningful student engagement throughout the students' entire lifecycle. The paper covers multiple findings it found under each category in further detail.

Published by Terianne Sousa, Blackboard. 2015.

STUDENT-CENTERED SCHOOLS: CLOSING THE OPPORTUNITY GAP

https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-research-brief.pdf

This report examines the student-centered approaches of four non-selective urban schools serving mostly low-income students of color. Student-centered approaches engage students in the learning process and help them develop analytical, collaboration, and communication skills; support personal connections between students and teachers and between students and the larger community; and share leadership among all of the adults in the building, including staff, teachers, administrators, and parents. Among other results, college persistence and completion rates are higher for graduates of these high schools than the district, state, and national averages – for two schools, the rates are far higher.

Published by Diane Friedlaender, Dion Burns, Heather Lewis-Charp, Channa Mae Cook-Harvey, and Linda Darling-Hammond, Stanford Center for Opportunity Policy in Education. June 2014.

STUDENT ENGAGEMENT MODEL FOR PERSISTENCE IN HIGHER EDUCATION

http://www.indstate.edu/studentsuccess/pdf/StudentEngagementModel.pdf

A useful illustration of a model of the various factors that research indicates support persistence. The factors fall into categories that increase in importance: pre-college factors and pull factors, initial commitments, academic and social experiences, cognitive and non-cognitive outcomes, and final commitments.

Published by Indiana State University. Adapted from College Student Retention. 2012.

THE SUMMER BEFORE: IMPROVING COLLEGE WRITING BEFORE FRESHMAN YEAR. FINDINGS FROM 10 YEARS OF A COLLEGE PREPARATION PROGRAM

http://www.uscrossier.org/pullias/wp-content/uploads/2014/03/The-Summer-Before_Report-II_Writing-Program-Handbook_Relles_2014.pdf

For 10 years, the Pullias Center for Higher Education has offered an intensive 4-week writing program in the summer after high school graduation for 4-year-college-bound students, in order to help them become academically ready for college and ultimately help ensure that they persist through graduation. The goals are to help students learn how to write at a college level – they produce a 15-page research paper by the end – and to increase their college knowledge. The college knowledge skills that the center focuses on are financial literacy and time management. The program also provides students with resources and tools for the transition to college. 80% of participants are African-American or Latino, and about 60% have also participated in a mentoring program the center runs for high school seniors. This report describes the structure of the program, lessons learned, and its evaluation process and results. Results indicate that 60% of students who wrote at a remedial level before the program wrote at a college-ready level by the end and that 80% of students improved their writing skills.

Published by William G. Tierney, Pullias Center for Higher Education, Rossier School of Education, University of Southern California. October 2013.

SUPPORTING BEST PRACTICES IN STUDENT SUCCESS: LESSONS FROM THE FIELD

http://www.collegeaccess.org/images/documents/about/best_practices_in_student_success_final.pdf

This paper explores the Supporting Best Practices in the Student Success Project which is focused on the goal of creating, enhancing, or expanding successful programs that can be replicated in order to increase the number of underserved students who complete a postsecondary education. Four organizations were chosen to research in order to accomplish the projects goals. In order to address non-academic issues, the four organizations addressed social support, financial support, intrusive advising, instilling hope and empowering students, and engaging families. Through studying the organizations, several best practices were found to be common to the project participants. The paper then explores the success and challenges the organizations found. The successes include increased organization visibility and credibility and avoiding duplication of services, while the challenges include deteriorating external fiscal conditions and connecting with students from afar. As a result, the paper presents its overall suggestions for best practices. The paper goes into further detail into its findings and its list of best practices.

Published by Edward Smith, Margarita Benitez, and Tara Carter with Sara Melnick, Institute for the Higher Education Policy. 2012.

SUPPORTING FIRST-GEN COLLEGE STUDENTS: 24 IDEAS FOR GUIDING STUDENTS THROUGH THE SOCIAL, ACADEMIC, FINANCIAL, AND ADMINISTRATIVE CHALLENGES OF COLLEGE

http://www.universitybusiness.com/article/supporting-first-gen-college-students

This article presents 24 ways that colleges can support first-generation students in every aspect of their student life. The suggestions the article presents are drawn from the authors observations of what various schools are implementing and the results they have seen. Some of the suggestions include enlisting current first-gen students and graduates in creating targeted recruiting messages, offering free fly-in campus visits, eliminating information barriers, creating a first-gen living learning community, enlist peer and faculty mentors, and offering micro-grants to prevent dropout.

Published by Ioanna Opidee, University Business. 2015.

USING COLLEGE PLACEMENT EXAMS AS EARLY SIGNALS OF COLLEGE READINESS: AN EXAMINATION OF THE CITY UNIVERSITY OF NEW YORK'S AT HOME IN COLLEGE PROGRAM

http://www2.ed.gov/documents/college-completion/at-home-in-college-program.doc

This is an overview of a CUNY program that identifies students in NYC public high schools and CUNY GED programs who are on track to graduate but are not college-ready, and works with them to help them enroll and persist in college. Students take English and/or math classes that are taught by teachers at their high school but cover college-level content and are designed to prepare them for CUNY placement exams and for college classes. Students also participate in a 30-week College Access and Success Workshop Series, led by high school guidance counselors, that helps them apply to college, file financial aid forms, and develop their college knowledge. During the summer between high school and college, students receive advisement from trained peer coaches, college students who often are alumni of their high schools, on all of the paperwork necessary to matriculate. If students enroll in a CUNY community college, they also receive intensive support and advisement. Students in the program have higher pass rates of CUNY placement exams, higher rates of college enrollment, and higher rates of persistence.

Adapted from Andrea Venezia and Daniel Voloch, New Directions for Higher Education. 2012. At Home in College Website - **http://www.cuny.edu/academics/k-to-12/at-home-in-college.html**

Afterschool Program Impact

THE GROWTH IN AFTER-SCHOOL PROGRAMS AND THEIR IMPACT

http://www.brookings.edu/views/papers/sawhill/20030225.pdf

This paper was commissioned by the Brookings Roundtable on Children to shed light on questions surrounding the effectiveness and growth of after-school programs. The paper provides some history on the expansion of after-school programs then it evaluates different elements of youth development programs such as the models for youth development, the evidence on the impact of after-school and youth development programming, the costs of youth development programs and estimates of funding needs, and the implementation issues of youth development programming. Some of the findings the paper concludes are that it was hard to find clear statements that set out a model for what a youth development should look like and that the few studies it found within the six reviews, that met the paper's criteria for rigor of design, showed that not much is known about what works in after-school programs. Overall the paper finds that the evidence on after-school programs is sparse and not very good although there are some effective programs. The paper then reflects on different stances that could be taken in response to the current state of youth development; abandon the search for hard evidence and justification of these programs, capitalize on major evaluation efforts, try to draw on theory and observational data for some guidance for improved design of youth development programs, or to try to construct a framework in which knowledge about effectiveness will be accumulated.

Published by Rob Hollister, Brookings Roundtable on Children. 2003.

THE IMPACT OF AFTER-SCHOOL PROGRAMS THAT PROMOTE PERSONAL AND SOCIAL SKILLS

http://s3.amazonaws.com/pase-resources/ImpactofAfterSchoolProgramsPromotePersonal.pdf

This study looks at benefits to youth in afterschool programs beyond just academics. The researchers assessed impacts in personal, social, and academic life, finding significant improvement in all three. The programs that were most effective were those that employ evidence based skill training approaches. These programs are categorized as are SAFE-sequenced, active, focused and explicit. Specific impacts included improvement in youths' self-confidence and self-esteem, school bonding, social behaviors, school grades and achievement, as well as a reduction in problem behaviors.

Joseph A. Durlak, Loyola University Chicago and Roger P. Weissberg, University of Illinois Chicago Collaborative for Academic, Social, and Emotional Learning (CASEL). 2007.

MAKING OUT-OF-SCHOOL- TIME MATTER: EVIDENCE FOR AN ACTION AGENDA

http://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG242.pdf

This report was done by RAND from the request of the Wallace Foundation to provide an objective and systemic examination of the Out-of-School (OST) literature surrounding the key issues on how to improve OST programming. Five areas were focused on for the report. One was the level of unmet demand, where it was found that there was little proof about assertions of unmet demand. Then the area of the expectations and effectiveness for outcomes was examined where very few well designed studies were found to draw conclusions. The next area was the determinants of quality in program offerings where nine factors were found to determine a quality program although the literature was relatively weak empirically. Determinants of participation was the fourth area and it was suggested that using tactics from job-training, military training and OST fields could be effective. The fifth area was capacity building where the solution suggested was to try tactics such as evaluation,

self-assessment, and quality assurance. To resolve the issue that the article found in each area it suggested that there should be a public discussion on the quality and quantity of demand and on how programming should be improved.

Published by Susan Bodilly and Megan K. Beckett, RAND. 2005.

PARTICIPATION IN OUT-OF-SCHOOL SETTINGS AND STUDENT ACADEMIC AND BEHAVIORAL OUTCOMES

http://expandinglearning.org/research/vandell/

This study looks at students' level of participation in "out of school activities" and their impacts, particularly on low income students with regard to academic and behavioral outcomes. These out of school activities are differentiated by high quality programs, structured activities, and unsupervised time with peers. The study was conducted in elementary and middle schools that serve primarily low income students of color. Negative outcomes were associated with unsupervised time with peers, highlighting the importance of youth spending time in positive development settings. Students involved in structured out of school activities were associated with gains in academic performance, as well as social and behavioral outcomes. The factors that contributed to these gains were consistency of participation in activities, positive experience in activity, and supportive and caring staff in programs.

Deborah Lowe Vandell, Anamarie Auger, and Kim Pierce, University of California-Irvine School of Education. The Expanded Learning and Afterschool Project.