

Table 3a. Effects of Employment Programs on Educational Achievement and Cognitive Attainment Outcomes*

YOUTH OUTCOMES	EMPLOYMENT PROGRAMS WORK	EMPLOYMENT PROGRAMS DON'T WORK	MIXED REVIEWS	"BEST BETS"
School Absences (2 experimental studies)	Substantially improved attendance and decreased dropout rates among youth at high risk of dropping out ^{CA4} Program youth had fewer unexcused absences compared to control group ^{CB}			Integrating vocational components into an academic curriculum enhances school attendance, even compared to youth in a highly structured JROTC program ^{CA5} High levels of support from teachers and peers in the 9th or 10th grade reduced school dropout and chronic absenteeism, even among high-risk youth ^{CA3}
High school grades (1 experimental study)		Programs don't work: Compared to control group program youth do not have significantly higher grades ^{STEP2}		The integration of vocational components into an academic curriculum enhances grades, even compared to youth in a highly structured JROTC program ^{CA5}
Reading skills (2 experimental studies)			Significant improvements in reading skills after 12 months and 15 months ^{STEP1} However, impact disappears after program end ^{STEP2} Did not improve standardized reading achievement test scores ^{CA4}	
Math skills (2 experimental studies)			Significant improvements in math skills after 12 months and 15 months ^{STEP1} However, impact disappears after program end ^{STEP2} Did not improve standardized math achievement test scores ^{CA4}	

* **Program symbols:**

CA	Career Academies	JTPA	Job Training Partnership Act
CB	Career Beginnings	JA	Junior Achievement
HYMP	Hospital Youth Mentoring Program	CA-JROTC	JROTC - Career Academies
JC	Job Corps	STEP	Summer Training and Education
JS	JOBSTART	YIEPP	Youth Incentive Entitlement Pilot

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<p>Participation in academic courses (2 experimental studies)</p>	<p>Substantially increased academic course-taking among youth at high risk of dropping out, and also increased the likelihood of earning enough credits to graduate on-time^{CA4}</p> <p>Compared to the control group, program participation increased the percentage who ever took academic classes (youth aged 16-17 at program assignment)^{JC}</p>			<p>Students with intensive participation in School-to-Work programs took more rigorous courses, including advanced math and science courses, than those who did not participate^{MP1}</p>
<p>Attitudes about completing school (1 experimental study)</p>	<p>Compared to control youth, program youth were more likely to report:</p> <ul style="list-style-type: none"> • They were motivated to attend school^{CA2} • Their classmates are highly engaged in school and work with them on school projects^{CA2} 			
<p>High school credential (5 experimental studies)</p>			<p>Programs work: Compared to control group, program youth:</p> <ul style="list-style-type: none"> • Passed GED at significantly higher rates (42.0 vs 28.6 percent)^{JS2}; 34.1 vs 17.7 during the 30 month follow-up (for those who were 16-17 at random assignment)^{JC} • Have an improved chance of graduating from high school^{CA4} <p>Programs work for subgroups: Female participants age 16-21 when assigned to the program:</p> <ul style="list-style-type: none"> • Obtained a high school or GED degree at significantly higher rates (by 11 percentage points for those who actually enrolled in program, sample of out of school youth aged 16-21 at assignment)^{JTFA} <p>Programs don't work: In long-term, program youth not significantly different from control group^{STEP2}</p> <p>Participants age 16-17 when randomly assigned to program were less likely to</p>	

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			<p>graduate from high school than controls^{JC}</p> <p>Programs don't work for subgroups: There were no significant impacts on GED for either male youth or male youth with an arrest record^{JTPA}</p>	
<p>College Enrollment (2 experimental studies)</p>			<p>Programs work: Compared to control group, program youth more likely to attend college^{CB}</p> <p>Programs don't work: Compared to control group:</p> <ul style="list-style-type: none"> No difference (disadvantaged youth 16-17 at program assignment)^{JC} 	