

Table 3a. Impacts of Programs for Older Youths on Educational Achievement and Cognitive Attainment and Best Bets for Developing Promising Programs

YOUTH OUTCOMES	EXPERIMENTAL EVALUATIONS*			NON-EXPERIMENTAL FINDINGS
	PROGRAMS FOR OLDER YOUTHS WORK	PROGRAMS FOR OLDER YOUTHS DON'T WORK	MIXED REVIEWS	"BEST BETS"
Attainment of GED or high school diploma	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants are more likely to earn a GED (35 percent vs. 17 percent);^{JC1} this finding is strongest among 16- and 17-year-olds (80 percent).^{JC1} Findings from other studies are similar, at 42 percent vs. 27 percent,^{JC2} 42 percent vs. 29 percent,^{JS2} and 4 percent vs. 2 percent.^{LEAP1} Program participants are more likely to graduate from high school (26 percent vs. 19 percent).^{LEAP1} Program participants are more likely to earn a GED or high school diploma (33 vs. 17 percent);^{JS1} this finding is greatest among 16- and 17-year-olds (47 vs. 36 percent).^{JC2} Program participants are more likely to earn a GED (52 percent vs. 44 percent) or college credits (14 percent vs. 11 percent).^{NC1} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Fewer program participants earn a high school diploma (5 percent vs. 8 percent).^{JC2} Program participants are less likely to earn a technical certificate or diploma (8 percent vs. 13 percent).^{YC} Program participants show no difference in high school graduation rates.^{SADP} 	<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Female participants are more likely to earn a GED or high school diploma; male participants show no difference.^{JTPA} Participants not in school at the time of enrollment in the program are no more likely to achieve a GED by the 3-year follow-up.^{LEAP3} No significant difference in attainment of GED or high school diploma at 3-year follow-up.^{LEAP2} However, participants who are in school at the time of enrollment in the program are more likely to attain a GED or complete high school (10 percent vs. 4 percent). They are also more likely to complete grade 11 (36 percent vs. 28 percent).^{LEAP2} 	

* Program symbols: ASTP Alcohol Skills Training Program JTPA Job Training Partnership Act SADP School Attendance Demonstration Project
 AC AmeriCorps NC New Chance SBCU Skill-Based Intervention on Condom Use
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 JS JOBSTART LEAP Ohio Learning, Earning, and Parenting Program YC Youth Corps

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Attendance at high school or college	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants have higher rates of retention and return to school.^{LEAP1} Program participants are more likely to enroll in school and attend through the 11th grade (50 percent vs. 45 percent).^{LEAP2} Program participants attain a higher grade level (10.34 vs. 10.22).^{LEAP2} Program participants are more likely to complete 9th, 10th, and 11th grade (50 percent vs. 45 percent).^{LEAP3} Program participants are more likely to be in school, job training, or employed at the 2-year follow-up (79 percent vs. 66 percent).^{TPD1} Program participants stay longer in school, job training, or employment (35 percent of the year vs. 28 percent of the year).^{TPD1} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants show no difference in college attendance.^{JC1, JC2} 	<p>In comparison to control group:</p> <ul style="list-style-type: none"> In the first program year, participants are no more likely to attend school 80 percent of the time or more.^{SADP} In the second program year, participants are more likely to attend school 80 percent of the time or more.^{SADP} <p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Male African American program participants are more likely to earn an associate's degree at follow-up (4 percent vs. 0 percent).^{YC} Female white program participants are more likely to earn an associate's degree at follow-up (25 percent vs. 0 percent).^{YC} 	<p>85 percent of participants in a program whose primary focus is community service plan to use their educational vouchers.^{AC}</p>

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Enrollment in an educational program	<p>In comparison to control group:</p> <ul style="list-style-type: none"> Program participants who have dropped out of school for over a year are more likely to start an adult education program (33 percent vs. 18 percent).^{LEAP1} Program participants attend significantly more days of school or adult education (2 days more).^{LEAP1} 		<p>In comparison to control group:</p> <ul style="list-style-type: none"> At the 6-month interview, more program participants are enrolled in an educational program (59 percent vs. 27 percent).^{NHV1} At the 22-month interview, program participants show no differences.^{NHV1} 	40 percent of participants in a program with community service as a primary focus are also enrolled in an educational program. ^{AC}
Motivation to succeed academically			<p>In comparison to counterparts in control group:</p> <ul style="list-style-type: none"> Male African American program participants are more likely to have positive changes in educational aspirations, such as graduation from college (60 percent vs. 40 percent).^{YC} Female Hispanic program participants are more likely to have high educational aspirations, such as completion of college or enrollment in graduate school (66 percent vs. 60 percent).^{YC} Female white program participants are more likely to expect to graduate from college or attend graduate school (89 percent vs. 57 percent).^{YC} 	

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Problem-solving skills				Participants in a program whose primary focus is community service show greater gains than their peers in information technology skills (score gains of .26 vs. .0009). ^{AC}
Basic cognitive skills (reading, language, math, and problem solving)		No significant differences on educational achievement (reading, math, and language), as measured by the Test of Adult Basic Skills (TABE). NC1		Participants in a program whose primary focus is community service show greater gains than their peers in analytical problem-solving skills (score gains of .54 vs. .0003). ^{AC}

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