

Appendix: Summary of Youth Development, In-School and Out-of-School Youth Interventions

Program	Study Description	Authors, Study Year	Program mechanism	Outcomes examined (*experimental impact)
Youth/Adolescent Development Programs				
Big Brothers Big Sisters	Two random assignment impact evaluations and qualitative and quantitative studies observing the intervention, analyzing program variations, and examining recruitment and screening procedures	Herrera et al., 2007; Rhodes, Grossman, and Resch, 2000; Tierney, Grossman, and Resch, 1995	Mentoring through supportive relationships with adults and older peers; academic and nonacademic activities, and supervision and training to support relationship development	Overall academic performance*, assignments completed*, coursework quality*, GPA*, scholastic efficacy*, skipping school*, unexcused absences*, serious school infractions*, classroom effort*, teacher-student relationship quality, academic self-esteem, college expectations*, substance use, misconduct, pro-social behavior and acceptance*, emotional support from peers, self-worth, assertiveness, relationship with parents/family/peers
Boys and Girls Clubs of America	Nonexperimental studies examining participation, motivation for attendance, attrition, quality of support, drug problems and prevention, and impacts on academic achievement, school engagement, and substance use	Anderson-Butcher, Newsome, and Ferrari, 2003; Arbreton and McClanahan, 2002	Individualized case management (relationship with supportive adults), mobilization of community resources (e.g., referrals for drug treatment, job training, educational services), daily club activities, drug use prevention	Gang involvement, contact with criminal justice system, delinquent behaviors (stealing, drug use), use of leisure time, social relationships, school attendance and grades
Children's Aid Society/Carrera	Random assignment study, including surveys and interviews, to assess the effects of program participation on current sexual activity, contraceptive use, pregnancy, and health care access	Philliber et al., 2002	Job club, tutoring, individual assessment, test preparation, assistance with college applications, family/sexuality education, reproductive health counseling, art, drama and writing workshops, individual sports engagement, mental health care, medical care	Sexual activity/pregnancy*, contraceptive use* (impacts on females only), receipt of health care*, age-appropriate sexual knowledge*, pregnancy*

Harlem Children's Zone	Nonexperimental studies with pre- and post-intervention measures of health, contraceptive use, school absences, and student achievement test scores	Dobbie and Fryer, 2009; Spielman et al., 2006	Holistic system of education (preschool, charter schools, after-school activities), community-based social services, job training and college preparation programs, home visits, and health care programs	Educational/cognitive achievement, school absences, social/emotional and life skills, behavioral problems, engagement in risky behaviors, physical and mental health, preventive health care, contraceptive use
Supplemental educational services/after-school tutoring	Random assignment study of a national after-school program, nonexperimental studies of supplemental educational services, and meta-analyses of out-of-school programs using comparison or control groups to assess impacts on student achievement	Dynarski et al., 2004; Vandell et al., 2005; Chicago Public Schools, 2007; Rickles and Barnhart, 2007; Zimmer et al., 2007; Heinrich, Meyer, and Whitten, forthcoming	Additional (out-of-school) academic instruction to supplement in-school instruction and strengthen skill sets in key areas of reading and mathematics and contribute to improved learning and higher scores on state academic achievement assessments	Academic achievement (test scores), grades
In-School Youth Interventions				

Early Indicators	A nonexperimental, longitudinal study of 13,000 students to assess the effectiveness of an early identification and intervention system for middle-grade schools to combat student disengagement and increase graduation rates	Balfanz, Neild, and Herzog, 2007	School district data, including test scores, report card grades, behavior marks, attendance records, special education status, English language learner status, and demographic categories, are examined to empirically identify early signals of students at risk of disengaging and dropping out of school	Four indicators reflecting poor attendance, misbehavior, and course failures in sixth grade can be used to identify 60 percent of the students who will not graduate from high school: a final grade of "F" in mathematics, a final grade of "F" in English, attendance below 80 percent for the year, and a final "unsatisfactory" behavior mark in at least one class
Multiple Pathways/ Alternative Pathways	Primarily qualitative and process studies on profiles of the target population, the challenges of identifying effective options and alternative pathways, and analyses of educational outcomes, including graduation and dropout rates	New York City Department of Education, 2006; Neild and Balfanz, 2006; Consortium on Chicago School Research, 2007; Harris and Ganzglass, 2008	Early identification, credit recovery, accelerated learning and time to credential, curriculum linked to work/skills training, re-enrollment in alternative education/multiple pathways programs (GED, small/transfer schools, learning to work), work-based learning, wrap-around supportive services, tangible rewards (including pay) for learning	Four-year graduation and dropout rates
Career Academies	Random assignment study with 1,400 students in nine high schools across the United States, including medium- and large-sized school districts and schools confronting educational challenges found in low-income urban settings, with an eight-year follow-up period	Kemple and Willner, 2008	Small learning communities to create supportive, personalized learning environment, academic/career/technical curricula around career themes to enrich teaching and learning, interpersonal and peer supports, partnerships with local employers to provide career awareness and work-based learning opportunities (e.g., job shadowing, work-based learning activities, career fairs, guest speakers, and career-related guidance)	Staying in school through twelfth-grade, attendance, credits earned toward graduation, standardized test scores, average monthly earnings*, months employed during follow-up period,* hours worked per week,* hourly wages*, high school completion, postsecondary program enrollment, marital status*, parenting status*, living arrangements*, public assistance receipt, access to health insurance, voter registration, involvement with the criminal justice system

Job Training Apprenticeship	Nonexperimental studies on the use of apprenticeships to train workers, federal and state resources used in administering apprenticeship programs, representation of minorities and women in programs, and program retention and attrition	Berik and Bilginsoy, 2000; Bilginsoy, 2003	On-the-job training and formal instruction to teach practical and theoretical aspects of a skilled occupation; mentoring by a fully trained worker (journey worker)	Retention rate, completion rate
Quantum Opportunity	Two random assignment impact evaluations, three-year follow-up periods in five sites and five-year follow-up period in seven sites, including a cost-benefit analysis	Maxfield, Schirm, and Rodriguez-Planas, 2003; Hahn, 1994	After-school programming, intensive case management, mentoring, supplemental education/tutoring, developmental and community service activities, supportive services (referrals to community health/mental health services, summer jobs programs, housing, food, income support, child care), financial incentives (stipends, accrual accounts, enrollee, and staff bonuses)	High school grades, achievement test scores, risky behaviors (substance abuse, gang activity, crime, sexual activity, and teen parenting), high school graduation (with diploma)*, GED, enrollment in postsecondary education or training*
Opening Doors	Random assignment impact study of effects of supplemental financial aid with incentives	Richburg-Hayes et al., 2009	Financial support, including scholarships up to \$2,000 (in incentive monies), curricular and instructional innovations, e.g., "learning communities," customized instructional support, academic instruction, enhanced orientation courses, and student services	College registration*, college credits attempted and accumulated*, grades in college courses (GPA)*, degree attainment, transfer to four-year college, course withdrawal, cumulative academic achievement over seven semesters*, student-reported effort (number of hours studying, % of classes attended), self-reported optimism, goal engagement, life engagement, self esteem, sense of self*, general social support, political engagement*, mental/physical health

Advancement Via Individual Determination (AVID)	Nonexperimental, longitudinal (pre- and post-) and mixed methods studies of AVID effects on high school performance and educational aspirations	Cunningham, Redmond, and Merisotis, 2003; Watt, Yanez, and Cossio, 2002; Guthrie and Guthrie, 2001	Rigorous curriculum with extra academic support, tutoring, college preparation, motivational activities, parent education and advising services, participation in at least one AVID class every day, partnerships and close working relationships cultivated with postsecondary institutions	College attendance rates*, retention rates and college completion, high school dropout rates
Gear Up - Gaining Early Awareness and Readiness for Undergraduate Programs	Nonexperimental studies using survey and longitudinal data (pre- and post-measures) and a matched comparison group in one study to assess academic performance, attendance and dropout, college readiness, and student behavior	Standing et al., 2008; Van Kannel-Ray, Lacefield, and Zeller, 2008; New Jersey Commission on Higher Education, 2005; Finch and Cowley, 2003	Tutoring, mentoring, college field trips, career awareness, college-readiness counseling, classes, meetings, parent education about access to higher education, curriculum reform, and teacher training	Interim outcomes include increased knowledge, improved behavior, increased expectations; GEAR UP students had not yet completed high school, so longer term outcomes of increased postsecondary enrollment and completion could not be measured
Upward Bound	National, random assignment impact evaluation involving 67 projects and 2,800 students and a meta-analysis	U.S. Department of Education, 2004; Myers and Schirm, 1999	Counseling, academic enrichment support, personal enrichment/social integration, mentoring, pre-college courses and activities and 6-week intensive academic program, financial assistance and scholarships	Total credits*, AP and honors credits*, GPA, high school status (graduation, GED, dropout), postsecondary school status*, 4-year college attendance*, credits earned at postsecondary schools* (2-yr., 4-yr., vocational schools), worked for pay and hours
Talent Development High schools	Random assignment evaluation of impacts on academic achievement of ninth grade students in seven Philadelphia inner-city high schools	Kemple, Herlihy, and Smith, 2005	Small learning communities within high schools, accelerated math and English homework, intensive remediation for students, staff development, parental involvement	Attendance*, test scores, courses completed and credits earned*, algebra pass rate*, and promotion rates of ninth grade students to tenth grade*

Youth Opportunity Grant Initiative	Nonexperimental analysis of education and employment outcomes for youth in thirty-six grantee neighborhoods compared to a set of low-income neighborhoods	Jackson et al., 2007	Comprehensive services provided to both in-school and out-of-school youth (ages 14–21) to encourage schooling and employment	School enrollment, full-time and part-time employment, wages
Out-of-School Youth Interventions				
Job Corps	Random assignment study of over 15,000 youth in 1994–1995, including four years of survey data and nine years of administrative records on earnings; nonexperimental analysis of data on 15,386 participants	Schochet, Burghardt, and McConnell, 2008	Intensive vocational/job and life skills training through residential component, vocational curricula with business and labor organization input to prepare youth for work in a specific trade, basic skills training to earn a GED, assistance with housing, referrals for substance abuse treatment and other health/mental health issues	Enrollment in education and training programs (increases in receipt of GED and vocational certificates*), wages, earnings (older youth* and younger youth), occupation, and crime/arrest rates
American Conservation and Youth Service Corps	Random assignment impact evaluation and cost-benefit analysis of national and community service programs of American Conservation and Youth Service Corps, including eight programs and 2,382 participants over fifteen months	Yastrzab et al., 1996	Full-time, team-based residential program for men and women ages 18–24; team-based national and community service in partnership with nonprofit, state and local, faith-based and other community organizations; training in CPR, first aid, public safety, and other skills	Participants more likely to have worked for pay and worked more hours. Not significant results: participants less likely to be arrested and earn a technical degree (Corps was a substitute for enrollment)

National Guard ChalleNGe	Random assignment impact evaluation of 3,000 participants in ten programs and program annual reports of outcomes for cadets (graduation rates, academic achievement, and job placements)	Bloom, 2009; National Guard Bureau, 2005	Seventeen-month program: two-week Pre-ChalleNGe orientation and assessment, twenty-week Residential Phase, one-year Post-residential Phase; Residential Phase curriculum with core components on leadership, citizenship, community service, life-coping skills, fitness/health/hygiene, job skills, and academic excellence; post-residential placements in employment, education, and military service	Earned high school diploma or GED*; working full-time*; in high school or GED prep; enrolled in college courses*; enrolled in job-training*; arrested, convicted*, in jail, prison or detention center*; self-rating of health, BMI (overweight, obese*), self-efficacy
Center for Employment Training	Random assignment impact evaluation with 1,136 participants and thirty- and fifty-four-month follow-up, and study of implementation experiences in twelve sites	Miller et al., 2005; Walsh et al., 2000	Employment and training services that mirror the workplace (trainings include occupational, basic skills, full-time, self-paced, competency-based, and operated on an open-entry, open-exit basis); close involvement of industry in program design and operation	Ever worked during follow-up period* (positive for women), number of months worked in six-month intervals, average annual earnings, average wage at most recent job*, hours worked at most recent job*, household structure/living arrangements/size/status, child care/Head Start*, alcohol use*, marijuana use*, arrests
YouthBuild	Nonexperimental studies including a review of literature on YouthBuild programs, comparisons with other youth programs, an examination of the Department of Housing and Urban Development records, site visits to twenty YouthBuild grantees, and cost-effectiveness analyses	GAO, 2007	Alternative school with small classes for work toward GED or high school diplomas; job training and pre-apprenticeship program, including training in construction skills; leadership development and civic engagement; community service through construction of affordable housing; personal counseling, peer support groups, life planning processes and YouthBuild Alumni Association	Percentage of youth in employment (including the military) or enrolled in postsecondary education or advanced training or occupational skills training; percentage of participants who attain a diploma, GED or certificate; percentage of youth who increase their basic educational functioning level in literacy or numeracy; average cost per participant