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## The Signature Initiative Developing High-Potential Youth The Evaluation Lense

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**Closing the Achievement Gap Conference**  
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by  
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## Presentation Outline

1. Description, Purpose, Who is Involved
2. Evaluation Question
3. Evaluation Focus: Input, Process, and Outcome Inputs
4. Results
5. Next Steps

### Developing High-Potential Youth (DHPY): The Purpose


- To prepare talented and high-potential youth in targeted countries for admission to highly selective colleges and universities
- To identify talented and high-potential youth who are at risk of not reaching their potential
- To connect high-potential youth with programs that provide rigorous academic preparation, mentoring, and skills development



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### The Evaluation Question:

What evidence do we have to indicate that students who participated in a DHPY program improved their odds of being admitted to a highly selective college or university?




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### The Challenge: Preparing Students to Qualify For Fiercely Competitive Admissions

	Graduating Class	Applicants Received	Students Admitted	Students Enrolled
<b>The Ivy League:</b>				
Brown	2010	18,313	2,525	1,470
Columbia	2009	15,793	1,693	1,024
Cornell	2010	28,098	6,935	3,238
Dartmouth	2009	12,755	2,172	1,082
Harvard	2010	22,754	2,124	1,684
Princeton	2010	17,564	1,790	1,232
Univ. of Penn	2010	20,483	3,617	2,395
Yale	2009	19,451	*	1,321
<b>Other Highly Selective Institutions:</b>				
Wesleyan	2010	7,241	2,012	721
Trinity (CT)	2010	5,744	*	575


\* Not available



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### The Quality of the Entering Students: Grades and Test Scores

Institutional Type	High School GPA	Median Freshman SAT I Test Scores
Most Selective	A to B+	655 to 800
Highly Selective +	B+ to B	645 and above
Highly Selective	B+ to B	620 to 645



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**Evaluation begins with an understanding and articulation of the program(s) in quantifiable and measurable language**

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**Answering the Question**

Two Options to Consider:

- Random Assignment
- Informed Expert Judgment

**Pure Evaluation:  
Randomized Controlled Trial**

- Randomly assign individuals to programs
- Establishing a control (comparison) group and an experimental group
- Pre- and post-test of experimental and control (comparison) group measures of achievement

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**Most Commonly Acceptable Practice  
Informed Expert Judgment**

- Emphasis upon establishing baseline and subsequent data
- Concern with both formative and summative approaches
- Addressing the questions of value/benefit of investment

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**The Evaluation:  
Elements of Informed Expert Judgments**

- Measuring the dividends from investing in preparing high-potential youth
- Helping the sponsored programs to succeed
- Collecting, analyzing and reporting results
- Recommending improvements and strategies for future investment

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**Programs in ETS Evaluation**

<p><b>Charter Members:</b></p> <ul style="list-style-type: none"> <li>• A Better Chance</li> <li>• Bank Street College of Education</li> <li>• Center for Talented Youth at The Johns Hopkins University</li> <li>• Prep for Prep</li> </ul>	<p><b>University Access:</b></p> <ul style="list-style-type: none"> <li>• Columbia University</li> <li>• Georgetown University</li> <li>• Harvard University</li> <li>• London School of Economics</li> <li>• Manhattanville College</li> <li>• Princeton University</li> <li>• Trinity College (Ireland)</li> <li>• University of Birmingham</li> <li>• University of Chicago</li> <li>• University of Manchester</li> <li>• University of Nottingham</li> <li>• University of Southern California</li> <li>• University of Warwick</li> <li>• University of Witwatersrand</li> </ul>
<p><b>Next Generation Venture Fund:</b></p> <ul style="list-style-type: none"> <li>• Center for Talented Youth at The Johns Hopkins University</li> <li>• Duke University Talent Identification Program</li> </ul>	



**Input → Process → Outcome**

Inputs	GSF Investments Student Commitment to Programs Program Design
Process	Program Implementation
Outcome	Student Growth - Academic Achievement - Test Scores - Enrollment in Highly Selective Colleges and Universities

**Input: Why is DHPY Necessary if Students List These Selective Schools as Their Goal at the Start of Program?**

- Initial college choice at the start of the program is listed below
- The job is to get students ready and to identify colleges that best match individual students' academic credentials
- Optimizing a match will increase odds of acceptance

Ivy League	Most Selective	Highly Selective	Less Selective
<b>Brown</b>	Boston College	Fordham	Baruch College, CUNY
<b>Columbia</b>	Cal Tech	Ithaca	Florida A&M
<b>Cornell</b>	Duke	Northeastern	Hampton
<b>Dartmouth</b>	Georgetown	Penn State	Howard
<b>Harvard</b>	Johns Hopkins	Syracuse	Indiana State Univ.
<b>Princeton</b>	MIT	Univ. of Miami	John Jay Colleges
<b>Yale</b>	NYU		Spelman
	Stanford		SUNY New Paltz
	U. of CA - LA		Virginia State Univ.
	U. of Southern CA		Xavier Univ. in Ohio
	Wake Forest		
	Wesleyan		

**Input: Student Commitment - Application Process**

- DHPY programs have a formal admission process and intense criteria
- Students show their commitment by submitting application materials

	I-LEAD	NYMRLA	CTY
Student Application	Yes	Yes	Yes
Parent Application	Yes	Yes	
School Nomination		Yes	
Essay	Yes		
Interviews	Yes	2	
Writing Sample	Yes	Yes	
Teacher Recommendations	2	3	
Grades (report cards)	Yes	Yes	
Admission Tests	COOP	2 Standardized Tests, 2 Program Admissions Tests, IQ Test	SAT I

**Input: Student Characteristics Among Initial Grantees**

- 1,231 students to date
  - NY: 670 (54%)
  - NJ: 85 (7%)
  - PA: 54 (4%)
  - CA: 212 (17%)
  - CT: 44 (4%)
  - Other states: 166 (13%)
- 53% females
- 49% African American and 32% Hispanic
- 55% from families in which at least one parent does not have a bachelor's degree
- 22% from families with a family income of less than \$20,000

**Process: Program Implementation**

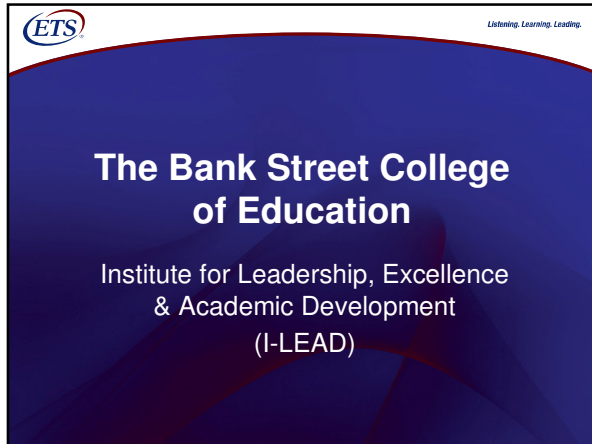
- Programs prepare students for academic rigor in high school and college

	I-LEAD	NYMRLA	CTY	NGVF
Rigorous academic summer program	Yes	Yes	Yes	Yes
Saturday academic sessions	Yes	Yes		
On-line course offerings			Yes	Yes
High school curriculum guidance	Yes	Yes		Yes
Mentoring	Yes	Yes	Yes	Yes
Academic, college admission, financial aid, and life skills guidance	Yes	Yes	Limited	Yes
Entrepreneurial education	Limited	Yes	Yes	Yes
Internships	Yes	Yes		Yes
Leadership development	Yes	Yes	Yes	Yes
International learning experiences	Yes	Yes		Yes

**Outcome: College Enrollment Through Class of 2006**

- Signature Initiative students succeed in enrolling at highly selective colleges, including all Ivy League schools
- 74% of students are enrolled in the top 173 colleges and universities

Ivy League (17%)	Most Selective (34%)
<b>Brown</b>	Amherst
<b>Columbia</b>	Barnard
<b>Cornell</b>	Bates
<b>Dartmouth</b>	Boston College
<b>Harvard</b>	Brandeis
<b>Princeton</b>	Carnegie Mellon
<b>U. of Penn</b>	Case Western
<b>Yale</b>	Colby
	Colgate
	Davidson
	Duke
	Emory
	George Washington
	Georgetown
	Hamilton
	Johns Hopkins
	Lafayette
	Macalester
	MIT
	NYU
	Northwestern
	Oberlin
	Rice
	Stanford
	Tufts
	U. of CA - Berkeley
	UCLA
	U. of Chicago
	UNC - Chapel Hill
	U. of Notre Dame
	U. of Richmond
	USC
	Vanderbilt
	Vassar
	Wellesley
	Wesleyan
	Williams



### Exemplar Case Showcasing the Success of the DHPY Investment

**William, African American Male**

**The Challenge:**

- African American male coming from a family who lack knowledge about college or career choices
- Was on the verge of dismissal from the I-LEAD program at first, and did poorly in the beginning of high school - making any college enrollment a difficult goal to attain

**Input:** Customized and targeted guidance through participation in I-LEAD

**William's Achievement:**

- Sought and listened to advice from his I-LEAD advisor; got and stayed on track
- Participated in 3-week summer residential program, Saturday classes during academic year, and after school programs
- Enrolled in a summer academic program at Carnegie Mellon and in a summer program with The Experiment in International Living in South Africa
- Enrolled in AP English Language in high school
- High School GPA averaged an "A"

**The Outcome:** Highly selective college

- Overcame environmental barriers and broadened his life perspectives
- Enrolled at an Ivy League school, Cornell University, as a Biology major

### The Bank St. College of Education - I-LEAD

Institute for Leadership, Excellence & Academic Development

**9<sup>th</sup> GRADE**

- Recruiting
- Rigorous academic summer program (3 weeks)

**10<sup>th</sup> GRADE**

- Advanced Academic Saturday Academy (2 times per month)
- After-school academic enrichment
- PSAT Prep Classes I
- Summer Options – International learning experiences, college programs, leadership development, community service
- Weekend leadership retreats

**11<sup>th</sup> GRADE**

- Weekend leadership retreats
- PSAT Prep Classes II
- SAT Prep Enrichment
- College Essay Writing Workshop
- SAT preparation course
- College tours
- Summer Options – International learning experiences, college programs, leadership development, community service, internships

**12<sup>th</sup> GRADE**

- Weekend leadership retreats
- College Application Process
- Workshops – Financial aid, interviewing skills, college survival series

### Who Are the I-LEAD Students?

- 251 students from New York City
- All students attend parochial schools in low-income, high-risk, underserved neighborhoods
- 53% are male
- 41% are African American and 48% are Hispanic
- 62% are in families in which at least one parent does not have a bachelor's degree
- 19% are in families with a family income of less than \$20,000
- Median family income is \$40,000

### The I-LEAD Comparison Group

**A Similar Profile**

- Some Comparison Group students were eligible to apply to I-LEAD and declined; others were not admitted to I-LEAD
- I-LEAD and Comparison Group students attend the six partner Catholic high schools

	I-LEAD	Comparison Group
<b>Total</b>	251	223
<b>Gender</b>		
Female	47%	48%
Male	53%	52%
<b>Race</b>		
African American	40%	35%
Hispanic	48%	47%

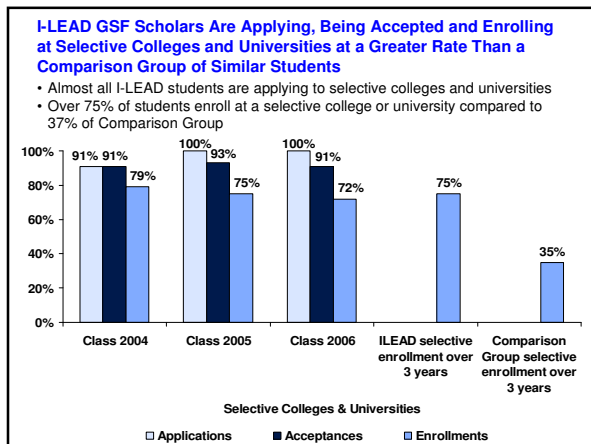
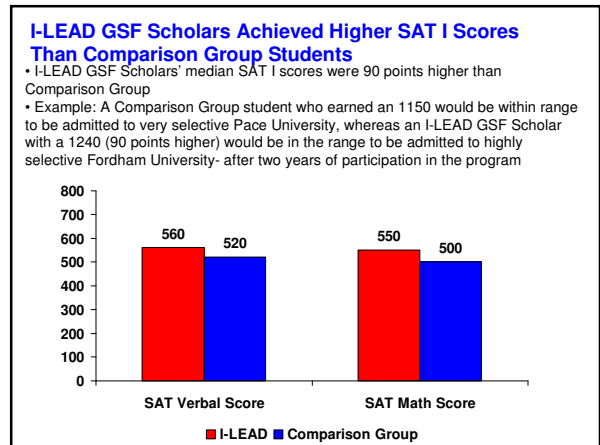
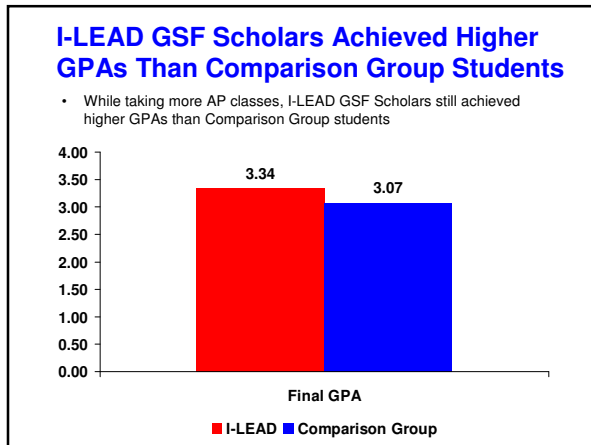
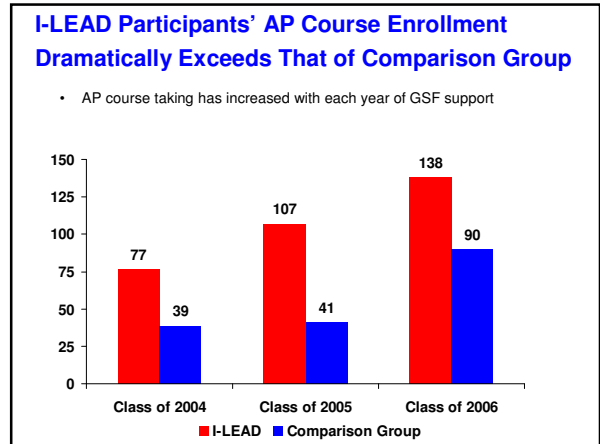
### Almost 90% of I-LEAD GSF Scholars Took an AP Class

- 88% of I-LEAD GSF Scholars took an AP course, compared to 24% nationally
- I-LEAD GSF Scholars who took an AP course averaged 2.6 AP classes per student, better than the national average of 2.5 AP classes per student

Source: College Board (2007) 2007 Advanced Placement Report to the Nation.

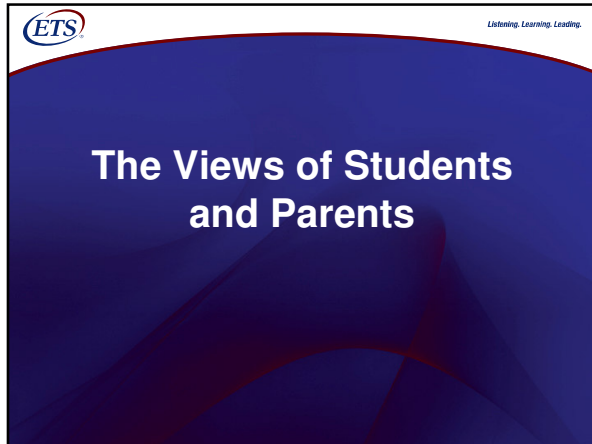
**I-LEAD AP Availability at Partner Schools in 2006-2007**  
 • Not all schools provide students with the opportunity to enroll in AP courses

AP Course	Hallows	Aquinas	Hayes	Spellman	Rice	Ursula
Biology		Yes		Yes		Yes
Calculus		Yes		Yes	Prior	Yes
Chemistry				Yes		
Eng. Lang.	Yes	Prior	Prior	Prior		Yes
Eng. Lit.		Yes	Prior	Yes		Yes
Eur. Hist.		Yes		Prior		
French Lang.			Prior			
Gov't	Prior			Yes		
Physics		Yes				
Span. Lang.	Yes	Yes		Yes	Prior	Yes
Span. Lit.			Yes	Prior		Yes
US Hist.	Yes	Yes	Yes	Yes	Prior	Yes
World Hist.		Yes	Prior	Yes		
Latin						Prior
Econ/Micro.	Prior					



**I-LEAD Accomplishments**

- The I-LEAD program has worked with over 250 underrepresented students who come from families whose children are traditionally not viewed as candidates for attending selective colleges
- I-LEAD students have had academic success as measured by their GPAs, AP participation and performance on the SAT
- I-LEAD students have overcome socioeconomic barriers and have enrolled in highly selective colleges at a more than *two to one rate* over a comparison group of similar students
- The Good News --- The latest class is continuing the record of success



### I-LEAD Parents Hold Positive Views

**Parents Reporting Very or Mostly True of Child's Experience in the Program**

**Overall, over 92% reported a positive experience**

- Over 90% - Rigorous and challenging experience
- Over 91% - Became friends with other bright students
- Over 87% - Set higher academic standards
- Over 88% - Became more open-minded
- Over 80% - Exposed to quality instruction not available at own school

### Outcome: Summer Programs Had a Positive Effect on Students

**"Participating in I-LEAD helped me figure out who I want to be and helped me acquire the skills to accomplish those goals."**

(I-LEAD Student)

How did participation in summer program affect you?

- **Academic** 52.2%
  - Example: Gained interest in selective colleges
- **Personal** 21.4%
  - Example: Realized one's own strengths and weaknesses
- **Peers** 16.7%
  - Example: Was great to be with other smart kids
- **Habits** 5.3%
  - Example: Helped to understand challenges in life and how to deal with them
- **Program** 2.4%
  - Example: Kept mind focused on academics during the summer

### Outcome: Parents Witnessed a Positive Change in their Children

**"She gained more confidence, independence, and more positive in her outlook in life and her goals."**

(I-LEAD Parent)

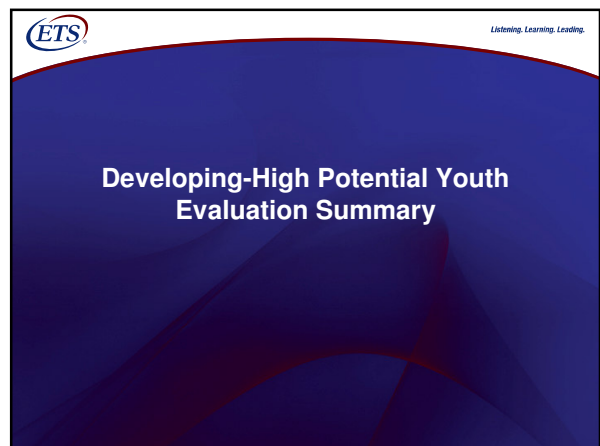
How has participation in the program affected your child?

- **Academic** 40.2%
  - Example: Set higher standards and kept focus on education
- **Personal** 36.4%
  - Example: Became more open-minded
- **Peers** 12.9%
  - Example: Was exposed to students from different backgrounds
- **Habits** 5.3%
  - Example: Learned how to manage time better
- **Program** 3.0%
  - Example: Appreciated program even though missed typical teen activities in summer

### Long-Term Benefits of DHPY

- In January 2007, alumni of several DHPY programs participated in the Management Leadership for Tomorrow's College Transition & Career Preparation Seminar.
- ETS' survey asked alumni to rate DHPY programs on their experience. Alumni credited DHPY programs with increases in:
  - Confidence in their academic abilities (78%)
  - Motivation to succeed in college (73%)
  - Expectations they hold for themselves (75%)

Category	Percentage
Confidence in Academic Abilities	78%
Motivation to Succeed in College	73%
Expectations They Hold for Themselves	75%



### Evaluation Summary

- The need for developing under-represented high-potential youth is a global concern
- DHPY programs include multiple efforts with common elements tailored to address needs of students, parents and schools
- GSF's DHPY support:
  - Extended the reach of established programs
  - Founded new programs
- All DHPY programs supported by GSF have generated evidence of positive impact in preparing high-potential youth for selective college and university admissions
  - Test scores, AP enrollment, grades and college admissions



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### Evaluation Summary (continued)

- GSF has supported over 1,200 students in the initial phase
- Students in GSF sponsored programs have strengthened their academic achievement
  - Higher SAT scores earned than comparison group peers
  - Enrollment in AP courses increased in comparison with peers
- Initial college admissions results indicate:
  - 100% enrolled in college of which over half (51%) are enrolled in 50 of 69 of the most selective colleges, including all Ivy League schools
  - Another 24% enrolled in 33 of 104 colleges and universities considered highly selective
- GSF programs are setting the standard by which programs to develop high-potential under-represented youth can be compared



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