

**What Researchers are Saying About
Enhancing Early Attitudes and Readiness***
(<http://smhp.psych.ucla.edu/pdfdocs/enhancingearly.pdf>)

Hooker & Brand (2009) reviewed 23 wide ranging intervention programs “that have been proven to help young people successfully complete high school and be prepared for success in postsecondary education and careers.” The programs included school-wide reform initiatives, community-based afterschool services, work-based learning opportunities, and college access programs.

Their analysis used a logic model that posits that young people need “a Foundation for Learning and Growth that consists of knowledge, skills, and abilities, such as academic content; academic success behaviors; technical, problem-solving, teamwork, and goal-setting skills; and college and career knowledge. Personal resources, such as motivation, self-efficacy, resilience, and financial support for postsecondary education, also play a crucial role in the Foundation for Learning and Growth. The logic model holds that if young people possess this foundation, they will have a greater likelihood of achieving positive academic, professional, and personal outcomes across the short-term, intermediate, and long-term future.”

Using the logic model, their analysis underscores the following:

“The short-term outcomes of the programs included in the compendium take place during the middle and high school years and measure academic performance, planning for college and careers, and the development of personal resources. Commonly measured indicators of success include improved academic performance, engagement in school, high school graduation, and planning for college.

Intermediate outcomes take place during postsecondary education and occupational training, and include indicators of postsecondary academic performance (such as credit accrual or degree attainment), career-related outcomes (employment, wages, attainment of industry credentials), and the development of higher-level personal resources such as increased independence and maturity.

The long-term outcomes of the logic model are career success, civic engagement, and the capacity for lifelong learning. ...the ultimate goal of any effort to help students become college and career-ready is to develop economically independent adults, who are involved in their communities and civic life, and who value and participate in continuous learning.

...Youth need a continuum of supports to develop their knowledge, skills, abilities, and personal resources at each level of the educational and developmental pipeline. Services and programs can be provided by many different individuals and types of organizations across the public and private spheres. Key providers of supports include the family and caregivers, schools, medical and social service providers, community-based organizations, private providers of academic support, employers, and institutions of higher education.”

Hooker and Brand conclude

“Sometimes it is easy for youth to access these institutions and individuals, but in many cases youth need direction and guidance to such resources. Providers of education and youth services influence young people’s trajectory by setting high expectations; serving as caring role models; providing guidance, counseling, and assistance in completing college applications; offering academic support through tutoring or enrichment activities; providing financial support through scholarships; and exposing youth to college, internships, work-based experiences. ...if young people have access to a range of quality supports that lead to the attainment of foundational knowledge, skills, abilities, and personal resources, they will achieve positive outcomes at every stage of the educational and developmental process.”

***This Information Resource is online at**
<http://smhp.psych.ucla.edu/pdfdocs/enhancingearly.pdf>

For more on postsecondary education, see the Center report entitled

**Interventions to Support Readiness, Recruitment, Access,
Transition, and Retention for Postsecondary Education Success:
An Equity of Opportunity Policy and Practice Analysis**
(<http://smhp.psych.ucla.edu/pdfdocs/postsecondary.pdf>)

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563
Phone: (310) 825-3634 email: Ltaylor@ucla.edu website: <http://smhp.psych.ucla.edu>