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SCHOOL-COMMUNITY COLLABORATIONS
Implementing Programs for Youth Transitioning into Adulthood

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ABSTRACT

There are a wide range of transitional programs that are aimed towards helping young students prepare for college, the workplace, and adult life. These programs are beneficial because they provide youth with helpful information regarding what adult life will be like; connect these youth to people who can offer them advice and guidance; and allow youth to gain hands-on experiences related to their future paths. Because these programs can be incredibly beneficial, it is important to consider the factors that must be taken into consideration when program directors and coordinators are implementing programs for youth. Drawing from literature on public policy implementation, this study outlines the factors that must be taken into consideration—the clear articulation of the program's mission, the way in which various actors collaborate, how individuals' prior training, knowledge, and motivations affect their role in the transitional program, and what evaluation techniques are employed to improve the operation of the program. Using results from interviews with directors of three transitional programs in Columbus, Ohio, I examine how transitional programs may be affected by the same factors as other public policy programs.

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INTRODUCTION

Many scholars have discussed the importance of programs that prepare youth for adulthood. Such programs are beneficial because they provide youth with options for success in a number of post-graduation opportunities. Whether these opportunities involve work, college, or service, the ultimate goal of transitional programs is to make connections between the knowledge and skills the youth possesses now and those that the youth will need to be successful in his or her future endeavors. Through connections with teachers, counselors, and employers, these programs provide rich experiences and current hands-on knowledge for adolescents related to college and/or workplace expectations (National Center on Education and the Economy, 2007; National Commission on the High School Senior Year, 2001).

The benefit of successfully-implemented transitional programs is that they allow adolescents to design a roadmap or guide for how life as an adult may be, and to acquire tools that may lead them to be successful in that life (Cellini, 2006; Farmer-Hinton & Adams, 2006; Hunt &Carroll, 2006; Kosine & Lewis, 2008). The problem however, is that these benefits can only be realized if the programs are implemented to include all crucial elements as intended by program creators. With the inclusion of crucial components in mind, this study reviews literature on transitional programs for adolescents, discusses factors that contribute to the successful implementation of public policy programs, applies this discussion of factors to programs that assist youth in their transition to adulthood, and considers how these factors can serve to formulate a list of recommendations for programs to follow. Finally, I draw on this list of recommendations to examine how directors of three programs in Columbus, Ohio overcome common obstacles when carrying out their programs in order to be successful in their implementation efforts.

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Post-Secondary Transitional Programs and How They Benefit Youth

Transitional programs make it possible for youth to consider in advance, how they will spend their lives after graduation, and to being to prepare for their future goals. Without guidance, recent high school graduates may take longer to overcome certain hurdles, or make mistakes that could have been avoided if they had been advised to act differently. Graduates who have not received a strong academic foundation will not be prepared for introductory-level college courses and when applying for a new job, an applicant may be surprised by the expectations that an employer has for him if he has never had an internship or job training (Bloom, 2007; Kirst & Bracco, 2004; Kirst, Venezia, and Antonio, 2004).

Through transitional programs, counselors, teachers, and parents can provide youth with invaluable guidance and advice (Bloom, 2007; Farmer-Hinton & Adams, 2006). A high school student may find it completely frustrating to navigate the path to adulthood without having anyone assist him on that path. Often, youth do not know who to ask for help when attempting to tackle this task; thus, a college-prep or work-prep program can make this connection for students (Barnett, 2006). Counselors can discuss students' interests with them and suggest paths that the students can take. Teachers can offer academic knowledge as students consider their life options upon high school graduation, decide on registering for additional courses, and seek to acquire well-rounded knowledge about the world in which we live. Programs can also facilitate collaboration between parents and students, thus making the decision about which path the students should follow a family effort (Kim & Schneider, 2005). Additionally, parents can learn about the expectations of the transitional program and about the decisions the student is facing about his future.

Through programs, employers assist youth, either through career workshops where

employers and professionals share stories about their journeys or through internship opportunities where the students get an opportunity to engage in hands-on work. The occupational component of transitional programs can benefit youth who plan to work immediately after high school or who plan to go to college for two or four years and then find employment. For other students, the occupational component provides more information and options so that they can decide what they will ultimately do (Farmer-Hinton & Adams, 2006; Kahne & Bailey, 1999; Kim & Schneider, 2005).

Transitional programs can not only give youth the opportunity to connect with adults who can guide them, but programs can provide youth with specific information and experiences related to what life will be like in college or in the workplace. Because of lack of preparation for college, many students have to take remedial courses, using precious time and money because they are not ready for college courses (Kirst, Venezia, & Antonio, 2004). Students may also have difficulty deciding what they want to study in college and connecting their interests to a tangible future occupation. Students might also have no idea what college professors will expect of them in terms of completing assignments and being a good student—expectations that vary from school to school, department to department, and course to course (Barnett, 2006; Bishop & White, 2007). A student's lack of knowledge regarding college workload, expectations, expenses, and responsibilities can ultimately lead him or her to not achieve his or her goals.

It also common for high school students to not fully consider the occupational path that they would like to take after high school, so when he or she tries to secure employment, the student may not know where to look, may not have sufficient job skills, or may not know how to interact in the workplace (Kosine & Lewis, 2008). Lack of knowledge in these areas can lead to the youth having a very negative work experience. If a student does not know how to write a

resume or fill out an application appropriately, this can mean the difference between obtaining a suitable employment position and not; thus it is important that students can have access to a program that assists them in becoming a competitive job applicant and being successful once they have gained employment (Bennett, 200; Kapp, 2009).

Programs that help adolescents prepare for life after high school should help students to make a successful transition into adulthood which is the completion of a process characterized by many elements, including: financial independence, responsibility for one's decisions and actions, and initiative to reach one's goals. This may also involve completing a certain level of education or reaching a desired office in one's career where one feels that he is independent and has full responsibility for his decisions, needs, and livelihood (Bishop & White, 2007; Bloom, 2007).

The most beneficial transitional programs provide quality community-based education for adolescents, which is a combination of lessons in the school, the household, and in the local community that offer adolescents knowledge that influential adults have decided that the youth should receive, but that also allow youth to foster their own interests through learning. This knowledge may relate to academic pursuits, occupational interests, community service, and among other things, social life. The education may be community-based because it is presented by community members, and relates to their experiences and acquired knowledge over time. It may also be community-based because it involves teaching adolescents about the world around them while addressing issues or stressing values and norms that exist in their communities (Cellini, 2006; Farmer-Hinton & Adams 2006; Hunt & Carroll, 2006; Williams, 2009).

While above we discussed the benefits that youth can receive from transitional programs, it is important to recognize the hindrances that program directors encounter as they attempt to provide youth with opportunities. To address this issue, this study asks: what are the factors that

are crucial to the success of transitional programs for youth and if problems arise, how can program directors overcome these problems? To focus the list of factors, I draw from literature on the implementation of public policy programs and the components that are crucial to carrying out these programs.

Factors Contributing to Successful Implementation of Public Policy

The determination of which factors contribute to the success of transitional programs for youth can largely be based on evaluations of the programs. However, many programs do not undergo regular evaluations, and others have never undergone any evaluations. Many programs operate under the assumption that simply by operating, they are doing a good job. On a small scale, programs may require that students complete an internship or design a community improvement project without really following up to see how students benefited or failed to benefit from the assignments (Bennett, 2007). A program director may see evaluation as a way to expose what the program is doing wrong instead of as a way to highlight what needs to be addressed in order to improve program operations. If programs are evaluated and deemed successful, then perhaps they can receive more funding, enroll more students and touch more lives. If programs are deemed unsuccessful or successful but need revisions, then they can make changes to improve the methods they use to assist adolescents on their journey to adulthood (National Center for Education Statistics, 2001; National Center on Education and the Economy, 2007). The discussion that follows takes into consideration what factors are considered by scholars to be crucial to the implementation and improvement of various public policy programs—educational, health-related, and others. The discussion of these factors is then applied to transitional programs for youth.

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Clear Mission

A clear definition of a policy or program's mission makes the process of carrying out the policy effectively more straightforward. Clear articulation is necessary to have uniformity across the board and to ensure that programs are being carried out as intended (McIntyre & Kyle, 2006; Spillane, Reiser, & Reimer, 2002; Swanson, 2007). Policy creators as well as implementers should have the same understanding of the goal of the policy on which they are working (Mohker, 2010). If different people working on the policy do not agree on the purpose of the policy, then they cannot expect to move forward and have success working on the same project.

Collaboration

Policy creators and implementers must have a common understanding of the policy and the belief that it serves a purpose (McIntyre & Kyle, 2006). Because those who write a policy are often not the actual people who are responsible for carrying the policy out, then it is important that there is communication between the various individuals involved so that the focus on the policy is carried with each person working on the policy. Collaboration involves a number of elements including sustained communication, written guidelines related to individuals' roles in implementing the policy, and constant evaluation of the progress being made by those individuals.

Effect of Different Individuals' Involvement

It is also important to consider the effects that individual staff members can have on the success of programs. Some studies focus on the individual agent who is responsible for implementing the policy and what he possesses or does not possess that would allow him to carry out the implementation. Many studies assume that the implementer knows exactly what is expected of him, so if he fails to properly implement the policy, the reason is that he did not

desire to do so; however much of the problem that arises in the implementation of policy relates to a misunderstanding or a lack of understanding of one's responsibilities (Spillane, Resier, & Reimer, 2002). It is especially important to consider individuals when examining the success of an agency or the success of a policy because individuals vary, so they can make the difference between the successful or unsuccessful implementation of a policy. It is important to consider individuals' differences partly because people have different ways of completing similar tasks.

It is also important to consider the division of labor within an organization or office. In any organization, it is likely that people will have different duties and tasks, so depending on one's task, he plays a certain role in the agency, and is largely focused on that task, regardless of how it may fit into the larger picture at one time or another. This means that different people, with different roles, may respond to the same policy in very different ways based on their individual role in the agency or organization (Deumer & Mendez-Morse, 2002; Mohker, 2010).

Evaluation Mechanisms

Finally, the implementation of programs depends greatly on if the programs have been evaluated in the past and if revisions have been made based on those evaluations. Evaluations can be beneficial to the program that is being evaluated as well as to other programs. That individual program can change its practices to achieve its objectives based on the evaluation's determination of its successes. Also, previous research can be used to revise other policies or programs (Swanson, 2007).

The evaluation of programs also deals with issues of accountability. If funds are allocated, evaluations are important to make sure money is not being wasted (Borman, 2005). A proper reflection on the program's objectives and on whether or not the program met those objectives can provide information on where the program strayed from the path that would lead

to its ultimate goal. If this straying relates to the actions of a specific person or group, then evaluation may distinguish where a mistake was made and remedy the situation.

Factors for Successful Implementation of Post-Secondary Transitional Programs for Youth

Now that we have discussed what various scholars consider to be important factors that lead to the success of a range of public policy programs, we can apply these to programs that assist high school students in making the transition into adulthood. The discussion that follows uses the above factors and explains how these factors should be manifested in programs that help youth transition into adulthood.

Clear Mission

It is very important that a transitional program that prepares youth for adulthood has a clear mission. The process of defining the program's mission may be difficult however because people often disagree on exactly what youth need to be successful in adulthood. There is debate over what skills youth need to be successful in various areas of life (Bennett, 2007; Kirst, Venezia, & Antonio, 2004; Lippman, Atienza, Rivers, & Keith, 2008). Some people believe that college preparatory programs will be best for youth because they can give students access to college-level work while in they are still in high school and introduce students to college life before they have to take the step and enroll (Bishop, 2007). Other people support special programs such as tech prep programs because they can provide youth with skills for a specific type of postsecondary institution such as one that focuses on a certain technological field (Cellini, 2006). Still, others prefer work prep programs such as internships because they give youth the opportunity to experience what the future workplace may look like. These programs don't just prepare students for what they may be expected to do in the workplace, but they equip

youth with various skills that they may use to approach occupational tasks in the future (Bennett, 2007; Fowler & Luna, 2009). Finally, others suggest that students should not be influenced to take one path or another but rather, that they should be provided with options. The logic for this is that if youth are only prepared for one path and then do not take that path, then they will be unprepared for the choice they ultimately make for their future (Stern, 2009).

Clearly articulating a program's mission may also be difficult when the program must compete with another policy with a differing goal. In many organizations, various policies and programs are in operation at the same time, which means that program and policy implementers have to use a considerable degree of discretion regarding how much attention is paid to each program or policy being run by a given organization (Evenson, 2009). An example of this related to youth would be a community center that focuses on building a strong sense of community in a neighborhood for all residents. One effort of the community center may involve preparing youth to be leaders in the neighborhood, but this may not be the primary focus of the program, so it is important to consider this point when deciding how to best serve high school students. These programs that serve a broader population may deal with problems of mission articulation because the policy may have multiple purposes or goals (Evenson, 2009), only one of those being to help youth transition into adulthood. If this is the case, then careful attention must be paid to ensure that youth are being assisted appropriately.

Some programs involve partners and participants whose organizations or businesses may not have been created specifically for youth. An example would be a program run by a university that provides writing assistance to high school students so that they can be prepared for college-level writing once they graduate (Bennett, 2007). The partners in these cases have a number of interests to address. The university assisting youth in the transition may have a goal to increase

the retention of first year students in the university. Thus, its involvement in a college-prep program for high school students may be to strengthen the reading and writing skills of the university's incoming freshman class (Bishop, 2007). Because goals of the greater organization or agency may not be exactly the same as the component that focuses on youth's adulthood transition, it is necessary for program implementers to have a clear understanding of how the program will reach the goal of preparing youth and what this means for their role in the program. If there is more than one goal of the policy, or if it is competing with other policies, then one focus may not get as much attention as desired (Evenson, 2009; Hogan, 2002). On the other hand, if programs are targeted specifically at youth, then that helps to narrow the focus of the program. The only clients are the youth, so their needs are the main focus and all program efforts can be approached from that angle (Hunt & Carroll, 2006)

People working with policies and programs that are widespread also often have difficulty in clearly defining their programs' mission. Because some programs do not serve a narrow population, but rather, a very broad population, program implementers may have a difficult time gaining a full understanding of how they should implement the policy (Vergari, 2007). If the program is to be widespread, then lack of clear articulation can lead to implementation looking very different in many different places. Borman (2005) discusses Title I of the Elementary and Secondary Education Act, which aimed to provide funding for programs created to reach students in impoverished areas. Problems arose in the initial creation of the policy because there were no strict guidelines or mandates which meant that often, leaders in different areas of the United States interpreted the appropriate use of funds in different ways. There were no real mechanisms in place to evaluate if funds were being used properly or appropriately, and the knowledge behind creating programs for youth in impoverished areas was limited, so it was

difficult to know if programs were being successful and policy creators did not know exactly what programs should have included to be successful.

Another factor that can influence the clear articulation and understanding of a program mission is whether those working with the program have prior knowledge or education relating to the program. This background will likely be very different for different individuals, so it is crucial that individuals' duties are explicitly explained (Spillane, Reiser, & Reimer, 2002). Policy mutation may occur through the inner-workings of an agency as employees receive their duties and may interpret their roles differently than they were intended. These interpretations may often be based on what occupation or training the individual had in the past. This is why it is especially important that the mission is clear and that people's responsibilities are clear as well (Deumer & Mendez-Morse, 2002). For example, if youth are involved in an internship program with an already-existing business or agency, this means that people in the agency may already have a different goal or focus for their work that is attached to the agency. The main focus of the business is not to train or intern youth; thus, employees of the business have a commitment to fulfilling the goals of the business. The involvement of youth is a secondary focus and the youth's experience may get lost in the process of employees using the knowledge that makes them successful in the business. In addition, the field that the person worked in previously may affect how he or she interprets the policy and main focus. If the transitional program director is also an educator, then he or she may desire to focus primarily on college-prep, but if the program director is a business owner, then he or she may appreciate the importance of preparing youth for the workplace. Because individuals have prior knowledge and training, the clear articulation of the program mission makes it less likely that individuals will have to use their discretion when deciding how to carry out a policy.

Collaboration

Communication among those involved with post-secondary transitional programs for youth is very important for the success of such programs. For example, ideally, teachers in a college-preparatory high school will work with staff at a local college and a local board will regulate the interactions between the different educational institutions. In order for teachers, college professors, and administrators to work together, then effective modes of communication must exist for these people to work together (McLendon, Heller, & Lee, 2009). If the program is not a school-based program, then people within the school must work with people in the program in order for the concept of full collaboration to be realized (National Center for Education Statistics, 2001). People at the school must communicate with people in the college where classes are being taken, or the business where the internship is taking place so that they all understand the purpose of having the youth involved (Bennett, 2007).

In addition, it is important that certain modes of communication are used among those working on a given project. Very often, people may engage in informal communication such as face to face and telephone conversations to save time, but these cannot be as easily monitored as email or written communications. These recorded communications are especially important when it comes to evaluating what occurred during the implementation process of a program, so it is important to follow outlined plans for how to communicate and carry out the policy (Deumer & Mendez-Morse, 2002).

When considering the collaboration between policymakers and policy implementers, it is also crucial to consider the level at which the program was created and the level at which it is implemented. If the program is created at the federal level, then people working at the state and local levels must know what is expected of them for the policy's goals to be realized (Borman,

2005; Vergari, 2007). As the implementation progresses and duties are passed from person to person, it is important that people continue to speak to one another and communicate what steps are necessary for the successful implementation of the transitional program.

Effect of Individuals' Involvement

An individual's doctrine or mission may affect how he or she approaches a policy. If a program implementer is a teacher who received certain training, then he or she will be likely to use that training to carry out a given policy, despite how the policy is supposed to be implemented. This action may be not intentional, but rather the teacher may be used to following certain procedures to address various policies, so the transitional program will be no different (Snow-Gerono & Franklin, 2006; Spillane, Resier, & Reimer, 2002). Even if one is used to teaching in a certain way, in order to carry out a certain policy, these practices may need to be changed (McIntyre & Kyle, 2006). In addition, if someone is used to a certain policy or way of implementing and disagrees with the transitional policy, then he or she may intentionally not implement the transitional program policy properly (Vergari, 2007).

For successful policy implementation, it is also important that the individual understands the incentives or sanctions that can result from his or her successful or unsuccessful attainment of a program's goals (McIntyre & Kyle, 2006; Snow-Gerono & Franklin, 2006). If the implementer knows that there will be consequences such as loss of funding, this may encourage him to pay more careful attention to the implementation of the policy as originally outlined for him (Mohammed, Pisapia, & Walker, 2009).

Finally, it is important to consider what outside factors influence youth's transitions into adulthood. Some factors such as worries about college, or financial issues may factor into a youth's informed decision to not take a given path, regardless of the path that is considered to be

more indicative of a successful future (Bloom, 2007). This means that the implementation

approach of a program director or coordinator must consider what issues the student is dealing

with. The success of a program is largely dependent on the youth involved. Do the youth want to

be involved? What incentives are provided for youth's successful completion of the program? A

paid internship may reap more successful results than an unpaid internship, or students might be

more receptive to a program depending on the incentives that are involved (Bennett, 2007).

Evaluation Mechanisms

It is crucial that transitional programs for youth are evaluated so that program designers

and implementers can know how youth are affected by the program (National Center for

Education Statistics, 2001). Very often, individuals involved with the implementation of

programs shy away from evaluation because they don't want any shortcomings to be revealed.

However, it is a mistake to then avoid evaluations all together. Ideally, programs will undergo

regular evaluations to monitor if programs are adhering to their initial missions and goals and to

help program implementers learn how they can change their practices to better reach youth. If the

ultimate goal of these programs is to assist youth as they transition into adulthood, then

evaluation helps to ensure that programs are doing what they were created to do (Bennett, 2007;

National Center on Education and the Economy, 2007).

PURPOSE OF STUDY

This study examines issues that directors of post-secondary transitional programs for youth encounter through the implementation of their program objectives. First, I explored how three programs in Columbus, Ohio assist youth in their transitional process through research of publicly available information as well as through interviews with program staff. From gathering this information, I learned the purpose of the programs, the specific goals directors had for approaching their work with youth, and how directors hoped youth would benefit from their involvement in the programs.

Second, I surveyed program directors to learn how they implemented their programs and how they overcame various obstacles as they implemented the programs. Using the literature that I read on public policy implementation, I asked questions that hinted at the factors discussed in the literature in order to learn if mission articulation, collaboration, individual staff members' behavior, and evaluation were relevant to the success of these transitional programs.

Finally, I considered if there are any factors not discussed in the literature that these program directors consider to be crucial to their implementation process. Perhaps there are other factors that greatly affect the implementation process in addition to the four that were discussed previously. If there are such factors, I will highlight them in my study.

METHODOLOGY

Origin of Project Topic and Literature Search

The idea for this project initially derived from my participation in a service-learning project through the Pennsylvania State University. The project involved ten Penn State students who would spend a month during the summer in a neighborhood in Philadelphia with residents on a project that would address an issue that the residents had identified and an issue that also related to the students' interests. During a preliminary trip, I visited a church and was introduced to some of the programs that were offered there for high school students. After learning about the programs and how they assisted youth in becoming responsible members of society, I wanted to learn about the various other programs in the area that were available for students.

In May and early June of 2010 I worked on article and book collection to learn more about programs that helped adolescents develop into adults in general and what research had been conducted on different types of transitional programs. I decided early on that I wanted to explore different types of programs that provided students with a number of options for what they wanted to do after graduating from high school, whether that was attending college or work. I also wanted to explore programs that focused on other issues relevant to adult life such as financial fitness, political awareness, and time management skills. In my literature search, I used the library catalogues at both the Pennsylvania State University and the Ohio State University. I used keywords such as transitional programs, community-based learning, service-learning, civic-engagement, vocational education, and college prep. As I collected articles and books and as I critically read them, I annotated each source to determine and note how it would relate to my research and be beneficial to me later on.

At the end of June 2010, I continued with the literature search and also began to draw

conclusions regarding common themes and trends in the literature. I was interested in learning about how specific transitional programs in Columbus, Ohio related to the issues that were addressed in the literature. Some of these issues are: the length of time students participated in programs and the ways in which the benefits that they received related to how much interaction they had with program staff and counselors.

Sample

A large portion of literature seemed to focus on program missions and objectives, so I decided to search for programs based on what they focused on (e.g., their area of concern) so that I could explore different types of programs—college prep and work prep as well as other programs that supported students' transitions into adult life. I also decided which questions to ask about the programs based on recommendations that had been made by the literature on how long students should be involved in programs, what types of information they should be provided, what types of activities they should participate in, and who should aid them in their transitions.

I became interested in exploring programs in the Columbus area because I wanted to be able to in some capacity experience the program, whether it would be through observation or by interviewing program participants, coordinators, or directors. Because I was completing a research project in Columbus, and would have the opportunity to experience programs in an urban area, I thought that this would be a good option. I also chose which programs to study based on the programs' stated goals and purposes because I wanted to focus on programs that provided youth with knowledge, skills, and resources that would help them as they transitioned to college, work, or adult life in terms of responsibility, goal-setting, and civic engagement and

involvement in one's community.

The Greater Linden Development Corporation focuses on community-building and improving the quality of life of residents, so I decided that this would be a good organization to focus on to learn about how students are prepared for adult life in ways that might not be typically discussed in school—through goal-setting, civic engagement, and taking personal responsibility for one's actions and the path that one takes in life. The Upward Bound Program aims to provide students with access to resources that will aid them in their transition to postsecondary education, so I hoped to gain some insight into how the program does this. The program also often involves some elements of career exploration, so it would be important to consider this. I am also interested in the Upward Bound Parent Association that exists in the Ohio State Upward Bound Program because this would hopefully provide me with some insight into how the program involves numerous actors in the student's life in the process of helping the student to transition to college. The Young Scholars Program focuses on providing youth with access to higher education, so I wanted to explore the methods that the program uses to do this. The program also interested me because it begins admitting students into the program during the sixth grade year, so I was interested in learning how one program does this and how this early entrance may benefit students. I am also interested in the nomination process which involves parents, teachers, principals, and other community members, which is incredibly interesting to me because it means that the Young Scholars Program values the input and collaboration of various actors who interact with the student and who may provide the student with resources for success in high school and in college.

After exhausting sources of public information from the program websites, I contacted programs directors in an effort to conduct informal interviews and gain more detailed

information regarding the programs and how they assisted students in their transitional

processes. I completed these interviews in the beginning of August with Dr. LaQuore Meadows,

the Director of the Upward Bound Program at Ohio State; Victoria Dunn, the Assistant Director

of the Young Scholars Program at Ohio State, and Donna Hicho, the Executive Director of the

Greater Linden Development Corporation.

Data Collection

After critically reading literature on programs for youth transitioning into adulthood and

extracting what were considered to be crucial components of these programs and choosing the

programs I would like to explore further, I created a list of interview questions to ask the

program directors. I decided to interview the directors because they were the most accessible in

the programs, and would presumably have the broadest knowledge of the focus of their programs

and about various components of the programs. I wanted to learn more detailed information than

had been provided through the program websites regarding what the programs were expected to

do.

Below I have listed some of the questions that I asked the program directors about the objectives

of their programs and how they aimed to reach these objectives.

Interview 1:

1. Do many students already have a plan or path that they would like to follow prior to entering the program?
2. Do students often focus what they would like to study on an issue that is in their community, or based on some life experience or something that they enjoy doing now? What role are parents expected to play in the process of preparing students?
3. How do programs monitor youths' success in the program and after they exit or the success of the program in general, if it has other focuses?

After I conducted the initial interviews and learned about the foci of these programs and

what important components were included in the programs to assist youth in their transition to adulthood, I became interested in asking another question: "Now that I know what the programs are *supposed* to do, how do I know if they are actually doing these things?" Even further, I wanted to learn what factors had an influence on how program directors carried out these programs.

My next step was to conduct a literature search, this time, focusing on literature related to public policy implementation as well as the implementation of educational programs in particular. Using the same library catalogues I mentioned previously, I used subject and keywords such as: "policy implementation, educational policy, and public policy issues." After exploring literature I was able to formulate a list of factors that were discussed as crucial to the implementation of policy. Using this list, I generated a follow-up survey to ask the program directors further questions related to the implementation of their program policies. I sent the follow-up survey through email to obtain the program directors' answers. The information included in the interview findings section of this study are largely based on this follow-up survey.

Below I have listed some of the questions that I asked the program directors about the implementation of their programs and what factors contributed to the successful or unsuccessful implementation of the programs.

Interview 2: Follow-up Survey

1. What personally motivated you to become involved in these programs and to continue to offer more programs for youth?
2. What makes your program effective?
    - What things would you like to see implemented to make your program more effective?
    - What resources allow you to carry out components of your program?
    - What aspects of the program, if any, hinder you from reaching the goals that you would like or from doing the work that you would like to do?
3. What effect does the sponsor or planner for a given component of the program have on the focus on the program?

For additional sample questions from my protocol, please see Appendix A.

Data Analysis

To determine how the factors crucial to the success of public policy programs are relevant to post-secondary transitional programs for youth, I asked the program directors questions that hinted at these factors. For instance, I asked what the directors considered to be the goals of their programs. This was in an effort to learn how the directors interpreted what objectives their programs set out to reach. I used the given descriptions of the programs' mission statements from their websites and compared these to the responses given by program directors for what were the goals of their programs. I wanted to determine if for some reason the program directors had different perceptions of their programs' missions than what was listed on their programs' websites.

For each of the factors crucial to public policy, I used the findings from the follow-up surveys to learn how the factors applied to postsecondary transitional programs for youth.

Limitations

There are a few limitations of my study. I only explored three programs in Columbus, Ohio; thus, I cannot make a claim that what I learned from the few programs applies to all transitional programs that help adolescents as they move towards adulthood. However, I hope that my focus on a few programs and the specific methods that directors use to overcome obstacles to implementation will highlight some issues that may be relevant to other programs and that may be relevant to explore in other studies, both that focus on small and large groups of transitional programs.

I also did not speak with a large number of people involved with each program. I only interviewed program directors which means that the information that I received was based on one person's perspective and one person's interpretation of how the program operates. Thus, it is important that I combine the information that I received from the informal interviews with the information that I collected previously on the programs in order to paint a picture of how the programs address issues related to preparing adolescents for their transition into adulthood educationally and occupationally. In the future, I would like to further explore this topic by speaking with a larger number of individuals in the programs in order to learn if there are distinct differences between the obstacles that different individuals encounter during the implementation process.

PROGRAM PROFILES

Greater Linden Development Corporation

The Greater Linden Development Corporation (GLDC) began operating in the Greater

Linden neighborhood of Columbus, Ohio in 1994 in order to "improve the quality of life in the

Greater Linden community through housing and economic development, planning, coordinating

of services, and other community-building activities" (GLDC, 2007). The GLDC offers a

number of services, programs, and projects which aim to improve the quality of life for Greater

Linden residents and provide them with resources to further personal, community, and business

endeavors and to help to bind residents of the community through forging working and personal

relationships. One of the missions of the GLDC is to make community improvement a joint

effort that involves residents, businesses, local government, and other organizations that have an

interest in improving the quality of life and development of the neighborhood.

This study specifically addresses what projects the organization has available for youth to

participate in and to develop into helpful members of their community. The Annual Community

Cleanup is a spring cleaning event which encourages all members of the Greater Linden

community—residents, business owners, and members of other organizations to join together to

clean up the sidewalks, paint picnic tables, and make the neighborhood more beautiful for

everyone. The GLDC website notes that all types of people join up for the event, including

kindergarten-aged youth. A similar, more extensive project is the Linden Litter League which

involves groups of three to twelve members joining together in the summer to compete in chosen

areas of the Linden area to keep their area the cleanest by picking up litter. Participants and

winners receive cleaning supplies and also other prizes and incentives throughout the season.

Community members of all ages are encouraged to join teams and contribute to keeping their

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neighborhood clean.

The GLDC also offers a program called Financial Independence Today and Tomorrow (FITT) which provides youth and adults with valuable information related to budgeting, savings, investing, and other topics related to financial knowledge and independence. The program involves both group class sessions as well as an individual session with a financial counselor to discuss the individual's personal financial needs and goals (GLDC, 2007).

Upward Bound Program

The Upward Bound Program was created in 1965 under the Higher Education Act. The purpose of this act was to provide the opportunity for first-generation and low-income individuals, as well as veterans, to have access to higher education and preparation for success in postsecondary education. The Upward Bound Program in particular is supposed to provide individuals between the ages of thirteen and nineteen, who have completed at least eight years of elementary education with academic instruction, counseling and workshops, exposure to cultural activities, participation in on campus residential programs, and work-study positions in order to assist with career exploration, among other services. Programs also "must provide instruction in math, laboratory science, composition, literature, and foreign language" (U.S. Dept of Education).

Upward Bound projects may be offered through a number of institutions and organizations including nonprofit organizations, and institutions of higher education. The program guidelines require that in order for the project to operate, two-thirds of the project participants must be both low-income and first generation college students while the remaining one-third of participants must be either low-income or first-generation college students (U.S. Dept of Education). For the Upward Bound Program at The Ohio State University in Columbus,

students must also live in any one of the neighborhoods serviced by listed high schools. Students who "demonstrate a high academic need" and live in one of the listed areas, regardless of other qualifications, are also encouraged to apply (The Office of Minority Affairs, 2008).

The Upward Bound Program at Ohio State accepts students into the program during their ninth or tenth grade year of high school and engages them in a number of different activities geared towards their success in high school and college. These include taking classes in mathematics, science, language arts, and foreign language; preparing for standardized tests for college admission; exploring majors and careers; and etiquette and leadership training, among others. There are also opportunities for students to participate in additional career and personal development classes and workshops on the weekend, and in the summer institute, which includes residence on the college campus and the exploration of life and academics on the college campus. The program has also developed The Ohio State University Upward Bound Parent Association (UBPA) which provides parents with a supportive network through which they can work with others to ensure that the students in the program receive all of the support and assistance that they need as they complete high school and make a successful transition to college (The Office of Minority Affairs, 2008).

Young Scholars Program

The Young Scholars Program was created in 1988 at the Ohio State University and is operated through the Office of Minority Affairs at the University. The program has a number of goals: to prepare students for success at the Ohio State University, to increase the number of underrepresented and minority students who attend the Ohio State University, and to complement the academic curriculum that students receive during the school year. All of these goals further the programs' ultimate mission, which is to ensure the academic, occupational, and

personal progress of *scholars*—program participants. The scholars are typically from urban areas in Ohio, and underrepresented in college populations. Students who are chosen for the program are motivated and enthusiastic to work with program staff in order to prepare for college throughout middle and high school and to be successful throughout that period and beyond.

For admission into the program, students in the sixth grade in any one of the nine largest urban school districts in Ohio are nominated by school staff including "teachers, principals, and guidance counselors." The students undergo a process of selection that involves interviews, submission of school grades and test scores, as well as evidence of leadership and engagement in their communities. During the ninth grade year, students are officially inducted into the program, and upon induction, students, parents, school staff, and community members make a commitment to fostering the students' development and success within the program.

While engaged in the program, students receive a number of benefits including opportunities for academic enrichment and preparation for college through a college-prep curriculum during the school year, and enrichment during the summer, lessons on expectations of college students, and a residential experience on the campus of the Ohio State University at Columbus. Students also engage in career exploration by speaking with various people in the university's academic colleges and departments and by participating in activities in the community. During the summer before their senior year of high school, scholars participate in a four-week program on Ohio State's campus during which they receive intensive preparation for college admission and the selection process that lies ahead.

In addition to receiving numerous benefits from the program, scholars must consistently demonstrate that they are committed to their success in the program by maintaining at least a B average or 3.0 GPA in their regular school courses, and by fulfilling other program requirements.

Parents must also commit to ensuring the success of students within the program so that the preparation of the student for college and a career is a collective effort. Provided that students fulfill academic and other requirements of the Young Scholars Program, upon graduation from high school, they will be guaranteed admission into the Ohio State University along with a financial aid package that will allow them to study in their area of choice without worry of financial hindrance. After admission into the Ohio State University, scholars are provided with a number of services that aim to continue to assist them to make a successful transition to college including workshops which focus on financial aid, an early enrollment program which allows new students to settle in to the campus prior to the start of the regular fall semester, and helpful staff on campus who advise and mentor students as well as refer them to various programs in existence on campus that will help them with individual issues as they navigate through their college career (The Office of Minority Fairs, 2008).

INTERVIEW FINDINGS

Based on the responses given by the program directors in the initial interviews and through the follow-up surveys, this section outlines why each of the factors—mission articulation, collaboration, effect of individuals' involvement, and evaluation are relevant to post-secondary transitional programs for youth. The table that follows provides a visual for comparison among the three programs.

Mission Articulation

The definition of the mission and goals of the Young Scholars Program are fairly explicit. The program receives funding from the university's Office of Diversity and Inclusion, which aims to further diversity initiatives of the university. One of those diversity goals is increasing the number of students from low-income, first-generation, and underrepresented groups in the student population. YSP works toward this goal by accepting students from those groups into the program and preparing them for success at Ohio State. Because this preparation is the ultimate goal of YSP, there are some standard expectations that exist within the program to reach its mission. There are certain components that should be included in all of the regional YSP programs for high school students. For instance, high school juniors should receive preparation for the ACT and SAT while seniors participate in college-prep workshops. Aside from these and a few other standard program components, program coordinators across the state have a great degree of flexibility when implementing their programs.

Many programs include workshops for parents so that they can be given guidance as they provide support for their children who are preparing for college. Programs also provide advising and counseling services for youth who are not enrolled in the Young Scholars Program, but who wish to receive guidance as they prepare for life after high school. However, while there is a

great degree of flexibility, the program director noted that providing staff with very clear expectations is important considering the size of the program and the large number of people who work with the program.

While the Upward Bound program has a clearly defined mission—to prepare underrepresented groups in post-secondary institutions for post-secondary success, youth are engaged in a number of program components that contribute to accomplishing this goal. The program director noted that the guidelines provided give numerous options to program staff for how they can properly adhere to Upward Bound's national mission. The overall mission to assist individuals traditionally underrepresented in postsecondary institutions—low-income, first-generation—with preparation to be successful in a postsecondary institution. To meet this mission, Upward Bound at Ohio State includes a number of academic, cultural, and occupational courses and workshops through which students are able to build their skills and develop personally.

Mission articulation seems to be relevant to the Greater Linden Development Corporation, but it is not difficult, as may be expected because of the broad range of programs offered. In fact, the program director noted an interest in finding ways to find more programs that can be applied to the needs of youth. In this way, the GLDC aims to constantly be practicing mission articulation and defining the ways in which the organization's various projects can apply to youth. An example of this from the past is the financial fitness course that serves both youth and adults. In the past, the GLDC offered a financial fitness course for adults who took the course to prepare for another GLDC program—the homebuyer education course. Realizing that many adults didn't have sound financial practices and this lack of skills was actually detrimental to their success, the GLDC decided that it would be best to equip youth with the tools to practice

sound financial practices in the future so that when they are ready to buy a home, they will be

knowledgeable and prepared to take that step.

<center>Collaboration</center>

Communication was noted as one of the crucial elements to consider for success within

the Young Scholars Program. The director said that she feels that problems with communication

are some of the main factors that hinder YSP. She notes that because the program operates for

middle school and high school students in many Ohio cities, it is often difficult to coordinate

with people in those various cities. If she is writing an email, the meaning may get lost in

translation, so she would like to improve the ways in which various people connected to the

program communicate with one another. It is important to explicitly state expectations in a

manner so that everyone can be on the same page. The program works with people in different

offices at Ohio State including administrative offices and academic offices, so it is important to

really be clear with what work is being done and what everyone is expected to do since so many

people are involved and with so many different parts of the program. However, the involvement

of so many people in the program is a strength because it allows the program to draw from so

many academic, counseling, funding, and other resources to reach its goals. It is just important to

consider how to accomplish the proper level of collaboration between these individuals.

Proper collaboration for the Upward Bound program is certainly crucial. The program

staff includes an Academic Counselor/Assistant Director who visits the four schools targeted by

Upward Bound and must coordinate with school staff and administrators to obtain information

on student progress as well as to recruit new students. In order to successfully obtain this

information, it is important that program staff maintain open communication with other actors in

the students' lives such as school teachers and administrators to ensure that by working together,

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program staff and these other actors can evaluate students' progress and recommend ideas for future success.

Collaboration often becomes difficult for the Greater Linden Development Corporation when the organization attempts to work with parents to assist youth in their transition. She discussed that it often seems to be difficult to get parents interested in the programs that the organization offers.

<div align="center">Effect of Individuals' Involvement</div>

Prior training of staff seems to play some role in the operation of the Young Scholars Program. The director of the Young Scholars Program noted that she is motivated to be involved with YSP to help youth to reach their potential. She has a background in teaching writing, so her work with YSP is driven by her past experience helping youth to write about their cultural experiences and overcoming obstacles. When discussing others' involvement in the program, the YSP director described most of the city coordinators as being "self-motivated," so they don't typically require incentives or monitoring to complete the work that they do. Many staff members have been working with the program for multiple years and have grown to really enjoy their roles in helping youth to prepare for college and helping youth be successful once they enroll.

The director of the Upward Bound program was involved with Upward Bound prior to attending college, so her personal experiences allowed her to understand how the program can be successful in reaching the lives of youth. She noted that her family was low-income and that her father only completed his education through the fifth grade. Her participation in Upward Bound as a young woman encouraged her to continue her education after high school, ultimately leading her to obtain a doctoral degree.

The role of the prior training of individuals in the performance of the Greater Linden Development Corporation was not highlighted in the follow-up survey responses. However, the director of the Greater Linden Development Corporation, throughout her descriptions of the involvement that various business owners, instructors, and staff have with the youth, shared the extent to which these individuals are motivated to help the youth succeed. She did not announce any incentives that individuals received for their direct assistance and constantly noted how much the GLDC is truly excited to continue to provide youth with opportunities to develop academically, vocationally, and personally.

Evaluation

The Young Scholars Program conducts a number of different evaluations, and is in the process of working on creating additional ways to evaluate the success of the program. There are annual and quarterly reports that monitor various program goals. There are also individual evaluations which involve reviewing students' transcripts as well as meeting with parents to closely monitor youths' progress.

The Upward Bound program staff undergoes an annual evaluation during which staff examines students' standardized test scores, as well as their subjective determinations of the youths' growth over the course of the past year. The director of Upward Bound noted that while the standardized measures are important for the annual evaluation and determining which areas youth need more help in, these measures do not tell the whole story. Program staff also considers their personal interactions with youth and how they believe youth have grown over the course of the year when evaluating the success of Upward Bound.

One of the main ways that the Greater Linden Development Corporation evaluates youth's involvement in the programs offered is by monitoring the retention of youth in programs.

The GLDC has acknowledged that in order for youth to be properly served by the various programs, then they should be engaged in all of the components of the program to take advantage the greatest possible number of benefits.

<center>Additional Factors</center>

Consistency in Different Areas of Operation

One additional factor introduced by the director of the Young Scholars Program is that there needs to be consistency in different areas of the program's operation. Currently, the program is working to have a uniform curriculum across the nine cities that are served so that students will be receiving the same information, regardless of where they live or regardless of who is providing them with the lessons. This is related to the program's mission articulation, because as the goals and objectives of the program are laid out more clearly, this should encourage uniform enforcement across the board.

Deeper Engagement of Material

Another factor, introduced by the director of the Upward Bound program is the degree of engagement that the youth have with the material they learn in various courses or workshops. The director noted that while youth are introduced to new topics such as "how to make ice cream," she would really like for them to understand the foundation behind this, which could relate to chemistry. Overall, she wishes for the youth to really get the opportunity to delve into topics, which would better prepare them for the next step after high school graduation.

Table 1: Applicability of Factors Crucial to Public Policy Implementation to Post-Secondary Transitional Programs for Youth Based on Interview Responses

	Greater Linden Development Corporation (GLDC)*	Upward Bound Program *	Young Scholars Program (YSP)
Mission Articulation	The staff desire to include youth in many programs, even those not traditionally geared toward youth, so the challenge is to revise current programs to be appropriate for youth (i.e. homebuyer education=financial fitness)	Clear mission is defined by the U.S. Department of Education—to prepare underrepresented groups for postsecondary success through courses, workshops, cultural experiences.	Fairly clear mission: diversify the university's student population and help youth be successful once they enroll.
Collaboration	At times it is difficult to get parents involved in the various projects that are offered by the GLDC.	The program staff includes an Academic Counselor/Assistant Director who visits the four schools targeted by Upward Bound and must coordinate with school staff and administrators to obtain information on student progress as well as to recruit new students.	This is difficult because of the numerous people involved with the program (in nine cities). Plans or ideas may get lost in translation through an email.
Effect of Individual	Overall, program partners seem genuinely interested in educating and guiding youth, so their motivation, regardless of any reward or incentive is evident.	Director was involved with Upward Bound prior to attending college, so her personal experiences allowed her to understand how the program can be successful in reaching the lives of youth.	Director has a background in teaching writing and helping youth to reach their full potential and to document their experiences through writing.

| **Evaluation** | The organization monitors students' retention in various programs to ensure that they do not join for brief periods and then stop participating which means they stop benefiting. | Program staff undergoes an annual evaluation during which they examine students' standardized test scores, as well as their subjective determinations of the youths' growth over the course of the past year. | Evaluation is considered to very important to assure the program administrators that the program is reaching its goals. YSP conducts annual and quarterly evaluations, monitoring the program's operation as well as youths' progress. |

*Results for the Upward Bound program and Greater Linden Development Corporation are derived from the original interview with the program director, not a follow-up survey.

DISCUSSION

As discussed above, the directors of the GLDC, Upward Bound, and YSP have encountered numerous issues while implementing their programs. It also appears that the factors considered crucial to the success of various public policy programs also apply to these programs.

Mission articulation seems to be important to the success of each of the programs, but in different ways. The Upward Bound Program and the Young Scholars Program seem to be similar in this area as they are both college-prep programs and have the ultimate goal of preparing underrepresented groups in postsecondary institutions for success in their postsecondary education. Both follow guidelines given by the programs' central offices to decide on what types of preparation—courses, campus visits, counseling—would help to facilitate the preparation.

The collaboration aspect seems to be particularly important. Each of the program directors mentioned the involvement of parents in their programs. This speaks to the importance of having multiple individuals who can provide advice and expertise involved in the transitional process for youth. This also speaks to the important of the literature in noting that communication is incredibly important. While YSP and Upward Bound specifically include parent groups that are supposed to encourage parents to meet up and work together to help their youth be successful in the program, the GLDC offers programs that may be beneficial to youth as well as their parents. Even still, it seems that actual involvement of parents is low; thus, the task is learning why there is lack of participation and how to increase it.

Each of the program directors discussed a bit about the motivation of themselves and of their staff to remain involved in the program. In each of the cases, there seemed to be no personal incentive that would be gained as a result of involvement. In the cases of the GLDC and YSP, the program directors seemed to have an interest in helping youth to reach their potential and be

successful, given the program directors' beliefs of the students' possible success. The director of the Upward Bound program was motivated because she, an Upward Bound participant as a youth, considered her success to be evidence of the great work that could be done through Upward Bound.

Evaluation seemed to be a goal of each of the program directors, as it can provide helpful information to assist them in revising their programs to be more responsive to the needs of youth. The GLDC monitors the retention of youth in various programs, but the director did not share any information regarding the specific benefits that youth were expected to receive from the programs and how these are measured at the completion of the program. The Upward Bound and YSP directors both discussed reviewing youth's test scores and/or academic progress as indicators of their progress while involved in the program. This seems to be somewhat more straightforward with these programs which are mainly focused on academic outcomes, as opposed to the GLDC which is not. In addition, because both Upward Bound and YSP have one main goal, it may be simpler to pinpoint those few concrete benchmarks that should be met to indicate success.

CONCLUSION AND IMPLICATIONS

This study examined public policy programs and how they consider mission articulation, collaboration, effect of individuals' involvement, and evaluation in implementing programs successfully. Focusing specifically on transitional programs for youth, I explored each of these factors through interviews and follow-up surveys with the directors of three transitional programs. It seems that the program focus relates to the way in which the program's mission is articulated. Directors of college-prep programs seem to be able to more easily articulate the defined goals of their programs as opposed to a broader program that offers benefits to a number of community members for a number of purposes. Collaboration also seems to be incredibly important to keep parents involved. Evaluation is essential to improve the program and seems to be simpler for college-prep programs. In order for maximum benefits, proper implementation of the program is crucial. Directors and staff must have a clear understanding of what their program should do, what role they play in reaching that goal, and how they should reflect later on what the program has done.

The results from the interviews provide me with information that may lead to a number of implications. First, the focus of the program seems to have a great effect on the way in which the program's mission is articulated. The college prep programs seemed to have a simpler time clearly stating their mission and how youth are supposed to achieve program goals. This relates to the literature's conclusion that the inclusion of multiple goals in one policy may affect the extent to which any one goal is addressed or met. This means that directors of transitional programs which have a number of foci, perhaps both college and work prep may benefit from separating the program goals and defining them separately for the best results. It is not enough to simply say that the program aims to "prepare youth for adulthood," but rather, there should be a

list of the ways in which the program helps youth to prepare.

A second implication is that program directors consider the involvement of parents in their programs to be incredibly important. Perhaps this consideration is a result of program directors' realization that youth's transitional experiences are largely formulated by their surrounding environments, thus, the ways in which parents discuss transitions will have an effect on the youth. In order to learn what parents expect their students to do during their transition and in order to share with parents how to assist their youth to follow the program's guidelines, parents and program staff must communicate with each other. This means that program directors must continue to consider ways in which they can better communicate with parents and foster collaboration.

A final implication relates to the YSP's application of benchmarks. It seems crucial to consider the progress that youth are making regularly as opposed to at the end of a year or at the end of a program. It seems important then, that transitional programs have clearly-defined sets of expectations regarding the progress that they would have expected youth to make by a certain time period. In order to create this list, program staff may need to meet with youth and parents, but it seems important to define this at the beginning of the program so all evaluations after that can run smoothly.

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Interview 1

Greater Linden Development Corporation

1. How is the corporation funded?
2. How is the corporation administrated? Operated?
3. How are youth involved in the Corporation?
   - I read about the Annual Community Cleanup, the Litter League, and the Financial Independence for Today and Tomorrow (FITT) program and that youth can be involved with these. Are youth excited to get involved in these?
   - Are youth especially recruited for these programs or any others?
   - How do you think youth benefit from these programs?
   - Do you think that youth learn about responsibility and adult life from the programs?
   - Do the programs target any specific types of youth—ages, interests—are all encouraged to be involved?
   - To what extent are youth involved in these programs? Do many of the youth participate regularly?

Upward Bound Program

1. How is the program funded?
2. How is the program administrated/ operated?
3. How is the program advertised?
4. How are students recruited?
5. Are all students who meet requirements and would like to participate allowed to participate?
6. Are young adults typically encouraged to follow a given path, are they introduced to a number of possible paths and asked to choose one, or do they decide on a future goal on their own and create a path with some assistance?
   - I know, from my readings that the goal of the program is to prepare students for college. I have also learned that different Upward Bound Programs have variations and offer certain services that other Upward Bound Programs may or may not offer.
   - Are students introduced to career exploration for after high school or after college?
7. Do many students already have a plan or path that they would like to follow prior to entering the program?
8. Do students have the opportunity to explore a wide range of majors or areas of study?
9. Do students often focus what they would like to study on an issue that is in their community, or based on some life experience or something that they enjoy doing now?
10. How much are students involved in the program during the school year, and then during the summer?
    - What different types of things do they participate in during the school year and then during the summer?
11. Are the students' schools actively involved in the process of preparing them for college?
12. What role are parents expected to play in the process of preparing students?

- I read about the Upward Bound Parent Association. Could you tell me more about that?
13. How do programs monitor youths' success in the program and after they exit or the success of the program in general, if it has other focuses?

Young Scholars Program

1. How is the program funded?
2. How is the program administrated/ operated?
3. How is the program advertised?
4. How long does the nomination and selection process for students last?
   - Does it last from the sixth grade throughout the eighth grade, until induction?
   - Can students only be nominated during the sixth grade year, or can they be nominated up until the ninth grade year?
5. Are all students who meet requirements and would like to participate allowed to participate?
6. Are young adults typically encouraged to follow a given path, are they introduced to a number of possible paths and asked to choose one, or do they decide on a future goal on their own and create a path with some assistance?
   - I know, from my readings that the goal of the program is to prepare students for college
   - Are students introduced to career exploration for after high school or after college?
7. Do many students already have a plan or path that they would like to follow prior to entering the program?
8. Do students have the opportunity to explore a wide range of majors or areas of study?
9. Do students often focus what they would like to study on an issue that is in their community, or based on some life experience or something that they enjoy doing now?
10. How much are students involved in the program during the school year, and then during the summer?
    - What different types of things do they participate in during the school year and then during the summer?
11. Are the students' schools actively involved in the process of preparing them for college?
12. What role are parents expected to play in the process of preparing students?
13. How do programs monitor youths' success in the program and after they exit or the success of the program in general, if it has other focuses?

Interview 2: Follow-Up Survey

Greater Linden Development Corporation

1. What personally motivated you to become involved in these programs and to continue to offer more programs for youth?
2. What things would you like to see implemented to make your program more effective?
3. What aspects of the program, if any, hinder you from reaching the goals that you would like or from doing the work that you would like to do?
4. Do you think the fact that GLDC serves a broad community and then has individual

programs available for youth has an effect on the experience of youth in the programs?

5. What effect does the sponsor or planner for a given program have on the focus on the program? For instance, programs with the high school largely focus on STEM education while some programs with the GLDC focus on money management. What dictates the focus of the program?
6. How do you go about making sure that your actions match the goal of the program?
7. For the programs that you do not have a direct hand in, how do you ensure that those involved match the program goals through their actions?
8. Do you think the system of accountability that you have affects the work that people within the GLDC do?
9. Is there anything else that you would like to share with me today regarding the programs that your organization offers and how you implement them?

Upward Bound

1. What personally motivated you to become involved in these programs and to continue to offer more programs for youth? You told me before about how you were involved with Upward Bound when you were younger. Are there other factors that influenced you wanting to be involved with this program and not another similar one?
2. What things would you like to see implemented to make your program more effective?
3. What resources allow you to carry out components of your program?
4. What aspects of the program, if any, hinder you from reaching the goals that you would like or from doing the work that you would like to do?
5. Does the focus of the program nationally closely dictate the work that you do daily with the youth in the program? And to what degree do you have flexibility in determining how you follow through with the goals of the program?
6. How do you go about making sure that your actions match the goal of the program?
7. If you do not have a hand in each component of the program, how do you ensure that those involved match the program goals through their actions?
8. Do you think the system of accountability that you have affects the work that Upward Bound employees do?
9. Is there anything else that you would like to share with me today regarding Upward Bound and how you implement the program?

Young Scholars Program

1. What personally motivated you to become involved in this program and to continue to offer more programs for youth?
2. What things would you like to see implemented to make your program more effective?
3. What resources allow you to carry out components of your program?
4. What aspects of the program, if any, hinder you from reaching the goals that you would like or from doing the work that you would like to do?
5. Does the focus of the program statewide closely dictate the work that you do daily with the youth in the program? And to what degree do you have flexibility in determining how you follow through with the goals of the program?
6. How do you go about making sure that your actions match the goal of the program?
7. If you do not have a hand in each component of the program, how do you ensure that

those involved match the program goals through their actions?
8. Do you think the system of accountability that you have affects the work that YSP employees do?
9. Is there anything else that you would like to share with me today regarding YSP and how you implement the program?

Rafiqah B. Mustafaa
Curriculum Vitae

EDUCATION

B.A. in Political Science	**August 2007- Present**
B.A. in Sociology	**August 2007-Present**

     The Pennsylvania State University, University Park, PA

- The Schreyer Honors College
- Expected Graduation: May 2011
- The Ronald E. McNair Scholars Program

RESEARCH INTERESTS

Federal education policy; role of governmental institutions in increasing or decreasing disparities in the education system; urban education; relationship between educational opportunities and social mobility

RESEARCH EXPERIENCE

Undergraduate Honors Thesis Research   **August 2009- Present**

     The Pennsylvania State University, University Park, PA

- Tentative Project Title: *School-Community Collaborations: Implementing Programs for Youth Transitioning into Adulthood*
- Completed an annotated bibliography from over forty-five articles and reports that focused on programs that prepare adolescents for college, work, and/or adult life and factors that help or hinder the programs' successes.
- Interviewed directors of transitional programs in Columbus, Ohio to learn how their programs help students in the transitional process and what issues they encountered in program implementation.
- Wrote a research paper outlining conclusions reached from literature and support received from interviews.
- Advised by Dr. Dana Mitra, Associate Professor of Education at the Pennsylvania State University

The Summer Research Opportunities Program (SROP)   **June 2010-August 2010**
     The Ohio State University, Columbus, OH

- Project Title: *School-Community Collaborations: Educating Minority Students Transitioning into Adulthood*
- Completed an extensive review of literature which focuses on college, work, and adult life transitional programs, mostly for low-income and minority high school students.
- Interviewed program directors in Columbus, Ohio to learn how their programs implemented recommendations for best practices that were made by the literature.
- Compared and contrasted the programs whose directors I interviewed, paying close attention to the services offered by the programs, the length of time that students were involved in programs, and how programs evaluated whether or not they met their objectives as outlined in their program missions.

- Presented work at the OSU-SROP Research Symposium and CIC SROP Conference in summer 2010.
- Advised by Dr. Valerie Kinloch, Associate Professor of Literacy Studies at the Ohio State University

The Ronald E. McNair Undergraduate Research Program   May 2009- July 2009
        The Pennsylvania State University, University Park, PA

- Project Title: *Full Service Schools: The Children's Aid Society Model and How it Changes Students' Lives*
- Investigated and analyzed over thirty documents that explored the ways in which actors in full service schools collaborate to achieve the goals of the communities in which the schools are located. Applied these analyses to Children's Aid Society (CAS) Community Schools.
- Presented work at the Ronald E. McNair Undergraduate Research Program Summer Conference at Penn State in 2009.
- Advised by Dr. Dana Mitra, Associate Professor of Education at the Pennsylvania State University

PRESENTATIONS

School-Community Collaborations: Educating Minority Students Transitioning into Adulthood
OSU-SROP Research Symposium, August 2010

- Microsoft PowerPoint/Oral Presentation on high school to work, college, and adult life transitional programs for adolescents.
- Outlined the types of programs that are available, who offers them, and what the literature says about best practices for such programs.
- Explained how 3 programs in Columbus, Ohio succeeded or did not succeed in following the literature's recommendations.

School-Community Collaborations: Educating Minority Students Transitioning into Adulthood, **OSU-SROP Poster Symposium, August 2010**

- Research Poster Presentation on high school to work, college, and adult life transitional programs for adolescents.
- Outlined the types of programs that are available, who offers them, and what the literature says about best practices for such programs.
- Explained how 3 programs in Columbus, Ohio succeeded or did not succeed in following the literature's recommendations.

School-Community Collaborations: Educating Minority Students Transitioning into Adulthood
Committee on Institutional Cooperation (CIC) SROP Conference, July 2010

- Roundtable Oral Presentation outlining the types of programs that are available, who offers them, and what the literature says about best practices for such programs
- Introduced tentative research schedule, including methods and preliminary findings

Full Service Schools: The Children's Aid Society Model and How it Changes Students' Lives,
Penn State McNair Summer Research Conference. July 2009

- Microsoft PowerPoint/Oral Presentation on CAS Community Schools
- Explored the crucial components and goals of full service schools
- Analyzed how these components are implemented into various CAS community schools
- Demonstrated that CAS community schools have been more successful than traditional schools in approaching the problems that students commonly encounter.

PUBLICATIONS

- Mustafaa, Rafiqah (2009). Full service schools: The Children's Aid Society model and how it changes students' lives. *Ronald E. McNair Undergraduate Research Program Journal, 2009*. The Pennsylvania State University.

AWARDS

- Dean's List (Fall 2007, Spring 2008, Fall 2009, Spring 2010)
- McNair Scholar Achievement Award
- Strumpf Trustee Scholarship, Liberal Arts College (Fall 2008-Present)
- Bunton Waller Scholarship (Fall 2007-Present)
- Louis C. Cowley Scholarship, Schreyer Honors College (Fall 2007-Present)
- Simon Guggenheim Scholarship (Fall 2007-Present)
- Urquhart Memorial Foundation Scholarship (Fall 2007-Present)

LEADERSHIP AND SERVICE

Alpha Kappa Alpha Sorority, Inc., Delta Gamma Chapter   **March 2009- Present**
    The Pennsylvania State University

- Served as President, Secretary, and Standards Committee Chairman
- Organized and oversaw all chapter philanthropies, educational programming, community service projects for the school year beginning in August 2010
- Served as a liaison between the chapter and on-campus organizations
- Planned programs on campus each semester for students and general public which focused on money management, physical health, and literacy, among other topics relevant to college-aged youth.
- Participated in service in a number of communities: worked at the Centre County Food Bank; helped disabled students build computer skills through the *Life Link* program at Penn State; raised money for Penn State Dance Marathon—the largest student-run philanthropy in the world; and conducted fundraisers for Keep a Child Alive to help children dealing with HIV/AIDS in Africa, in addition to other projects.

Black Caucus Mentoring Program   **Sept 2008-September 2009**
    The Pennsylvania State University/State College Area High School

- Attended weekly meetings of the African American Student Support Group at State College Area High School.
- Assisted high school students with facilitating meetings, planning events at their school, and membership.
- Mentored two high students and assisted them with academic, occupational, personal interests and concerns.

Multicultural Undergraduate Law Association   **May 2009- May 2010**
   The Pennsylvania State University

- Served as secretary
- Assisted fellow undergraduates in exploring law schools, funding, and possible occupations

SKILLS and SPECIAL TALENTS

- Proficient use of Statistical Package for the Social Sciences software (SPSS)

EMPLOYMENT

Salesperson, The Bryce Jordan Center, University Park, PA   **Sept 2009- May 2010**

- Served customers during various events, shows, sports events
- Gained valuable team building and discipline skills

Summer Intern, Food and Nutrition Services, USDA, Philadelphia, PA
                                                            May 2008- Aug 2008

- Assisted permanent Food and Nutrition Service (FNS) workers to help them fulfill the goals of the agency which include providing nutrition education and access to a healthy diet for Americans.
- Reviewed applications for businesses and entered data so that stores could be considered for the program.
- Learned about the agency by traveling with co-workers to businesses for inspection.

Telesales Associate, Bank of America, State College, PA   **Jan 2008- Apr 2008**

- Honed my social and customer service skills by maintaining a positive relationship between the customer and the company.
- Helped customers take advantage of various offers that were available to them.