Final Evaluation Report of Year Up's Professional Training Corps in Philadelphia

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Volume 2: Appendices

Prepared by:
Rebecca Maynard
Rebecca Baelen
Phomdaen Souvanna
David Fein
Azim Shivji

Prepared for:
GreenLight Fund
200 Clarendon Street, 44th Floor
Boston, MA 02116

Submitted by:
Abt Associates
6130 Executive Blvd.
Rockville, MD 20852
(301) 347-5000

In Partnership with:
Year Up
45 Milk Street, 9th Floor
Boston, MA 02109

About Abt Associates

Founded in Cambridge, Massachusetts in 1965, Abt provides applied research and consulting services to government agencies, philanthropic, nonprofit, and commercial organizations around the world. Abt's mission is to improve the quality of life and economic well-being of people worldwide. It applies its exceptional subject matter expertise, outstanding technical capabilities in applied research, and strategic planning to help local, national and international clients make better decisions and deliver better services.

About the Social Innovation Fund

This report is based upon work supported by the Social Innovation Fund (SIF).

The Social Innovation Fund (SIF) was a program of the Corporation for National and Community Service that received funding from 2010 to 2016. Using public and private resources to find and grow community-based nonprofits with evidence of results, SIF intermediaries received funding to award subgrants that focus on overcoming challenges in economic opportunity, healthy futures, and youth development. Although CNCS made its last SIF intermediary awards in fiscal year 2016, SIF intermediaries will continue to administer their subgrant programs until their federal funding is exhausted.

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Appendix A: Supplemental Tables

Table A.1. Characteristics of Participants in the Philadelphia Professional Training Corps (PTC-P)

	July 2014	January 2015	July 2015	January 2016	July 2016	January 2017	July 2017	January 2018	July 2018	January 2019	Total
Average Age	19.9	20.6	19.6	19.9	20.3	20.5	20.3	20.4	20.3	20.1	20.1
Gender											
Female (%)	66.7	45.5	32.7	36.0	51.3	36.8	45.0	45.5	36.8	30.0	40.5
Have Child (%)											
Yes	0.0	8.7	9.6	18.0	12.8	23.7	5.0	10.9	7.0	16.0	11.8
No	0.0	65.2	61.5	58.0	74.4	68.4	90.0	89.1	86.0	82.0	72.0
No Data	100.0	26.1	28.8	24.0	12.8	7.9	5.0	0.0	7.0	2.0	16.2
Receives Government Assistance (%)											
Yes	0.0	0.0	11.5	20.0	17.9	28.9	17.5	29.1	24.6	38.0	21.2
No	0.0	17.4	59.6	50.0	53.8	57.9	72.5	70.9	68.4	62.0	56.7
No Data	100.0	82.6	28.8	30.0	28.2	13.2	10.0	0.0	7.0	0.0	22.1
Number of Risk Factors (%)											
0-1	3.6	47.8	71.2	64.0	35.9	9.1	47.5	10.9	29.8	14.0	38.4
2-5	0.7	34.8	25.0	36.0	38.5	34.1	25.0	41.8	31.6	46.0	34.4
6+	0.4	17.4	1.9	0.0	25.6	11.4	12.5	23.6	10.5	38.0	15.3
No Data	0.0	0.0	1.9	0.0	0.0	31.8	15.0	23.6	28.1	2.0	12.0
Criminal Record (%)											
Yes	0.0	4.3	1.9	8.0	10.3	2.6	7.5	5.5	1.8	6.0	4.9
No	100.0	95.7	96.2	92.0	89.7	60.5	77.5	70.9	70.2	92.0	83.1
No Data	0.0	0.0	1.9	0.0	0.0	36.8	15.0	23.6	28.1	2.0	12.0
Has Taken College Classes (%)											
Yes	0.0	39.1	30.8	46.0	43.6	44.7	35.0	40.0	28.1	48.0	37.2
No	4.8	21.7	67.3	50.0	53.8	47.4	55.0	60.0	64.9	52.0	52.5
No Data	95.2	39.1	1.9	4.0	2.6	7.9	10.0	0.0	7.0	0.0	10.4
Number of Enrollees	21	23	52	50	39	38	40	55	57	50	425

Source: Year Up Salesforce data from application and enrollment forms.

Table A.2. Characteristics of Participants in the Professional Training Corps (PTC) Program, by Cohort

	July 2014	January 2015	July 2015	January 2016	July 2016	January 2017	July 2017	January 2018	July 2018	January 2019	Total
Age (Average)	19.2	20.0	19.2	20.4	20.0	20.6	19.9	20.8	20.2	20.8	20.4
Gender (%)											
Female	40.0	32.6	34.5	32.6	39.5	42.0	41.0	35.6	38.6	41.3	39.0
Have Child (%)											
Yes	3.0	6.3	7.0	10.8	5.9	8.4	5.4	6.6	5.6	9.7	7.1
No	48.0	76.8	75.4	74.2	69.9	67.6	88.6	87.1	85.7	88.9	82.2
No Data	49.0	16.8	17.6	14.9	24.2	24.0	6.0	6.3	8.6	1.3	10.7
Receives Government Assistance (%)											
Yes	14.0	8.4	13.4	17.5	16.0	19.5	14.4	14.4	14.7	15.1	15.1
No	36.0	56.8	64.8	58.8	57.2	53.2	78.7	70.4	74.9	80.5	70.1
No Data	50.0	34.7	21.8	23.7	26.8	27.3	6.9	15.2	10.4	4.4	14.8
Number of Risk Factors (%)											
0-1	56	26	45	36	24	23	27	19	21	20	24
2-5	35	29	49	55	39	38	38	44	35	40	40
6+	8	8	6	6	21	27	23	29	35	35	27
No Data	0	37	1	2	16	12	12	9	9	5	9
Criminal Record (%)											
Yes	14.0	8.4	13.4	17.5	16.0	19.5	14.4	14.4	14.7	15.1	15.1
No	36.0	56.8	64.8	58.8	57.2	53.2	78.7	70.4	74.9	80.5	70.1
No Data	50.0	34.7	21.8	23.7	26.8	27.3	6.9	15.2	10.4	4.4	14.8
Has Taken College Classes (%)											
Yes	41.0	57.9	51.4	63.4	46.1	52.6	42.7	47.3	39.4	53.0	47.6
No	28.0	31.6	43.0	35.6	46.1	35.7	52.8	39.3	50.5	45.1	44.3
No Data	31.0	10.5	5.6	1.0	7.8	11.7	4.5	13.4	10.1	1.9	8.1
Number of Enrollees	100	95	142	194	306	333	534	666	835	821	4026

Source: Year Up Salesforce data from application and enrollment forms.

Table A.3. Demographic and Backgrounds Characteristics of the Study Sample, By Treatment Group (Percentage of Sample with Valid Data for Indicated Characteristic)

	Total Sample	Treatment Group		Difference	p-value
		Alternative Strategies Group	Usual Strategies Group		
Gender = Female	49.5	48.7	50.3	-1.6	0.7751
Race-ethnicity					0.2435
Black or African American	71.6	71.4	71.8	-0.4	
Hispanic or Latino	15.2	12.3	17.2	-4.9	
White or Other Race	14.0	16.2	11.0	5.2	
Age					0.1620
Under 20	44.4	47.4	41.1	6.3	
20-22	41.1	35.1	45.4	-10.3	
23 or older	15.7	17.5	13.5	4.0	
Number of Risk Factors					0.8740
0-1	26.3	24.1	28.3	-4.2	
2-3	36.2	36.9	35.5	1.4	
4-5	16.9	17.0	16.7	0.3	
6+	20.9	22.0	19.6	2.4	
Prior College (Any)					0.4903
0 years	41.4	39.6	42.9	-3.3	
<1 years	26.9	25.3	28.2	-2.9	
1+ years	32.2	35.1	28.8	6.3	
Prior College (FTE)					0.7962
0 years	41.4	39.6	42.9	-3.3	
<1 years	37.2	37.7	36.8	0.9	
1+ years	21.5	22.7	20.2	2.5	
Sample Size	317	154	163	317	

Source: Year Up program data.

Notes: The study sample consists of opportunity youth who were first enrolled in Year Up with the January 2018 or July 2018 cohort at the three sites. Data on number of risk factors is missing for 12 percent of the study sample. The statistical significance levels of differences across sample subgroups are denoted by asterisks: * denotes less than 10, ** less than 5, and *** less than 1 level on a two-tailed test.

Table A.4. Demographic and Backgrounds Characteristics of the Study Sample, By Enrollment Cycle (Percentage of Sample with Valid Data for Indicated Characteristic)

		Cycle/Enrollment Cohort			
	Total	Cycle 1: Jan. 2018 Cohort	Cycle 2: July 2018 Cohort	Difference	p-value
Gender = Female	47.2	50.3	48.8	1.5	0.7847
Race-ethnicity					0.5730
Black or African American	71.6	68.9	74.1	-5.2	
Hispanic or Latino	14.9	15.9	13.9	2.0	
White or Other Race	13.5	15.2	12.0	3.2	
Age					<.0001
Under 20	44.2	30.5	56.6	-26.1	
20-22	40.4	53.0	28.9	24.1	
23 or older	15.5	16.6	14.5	2.1	
Number of Risk Factors					<.0001
0-1	26.5	13.1	38.7	-25.6	
2-3	36.1	39.4	33.1	6.3	
4-5	16.8	19.0	14.8	4.2	
6+	20.6	28.5	13.4	15.1	
Prior College (Any)					0.0298
0 years	41.3	33.8	48.2	-14.4	
<1 years	26.8	29.1	24.7	4.4	
1+ years	31.9	37.1	27.1	10.0	
Prior College (FTE)					0.0085
0 years	41.3	33.8	48.2	-14.4	
<1 years	37.2	38.4	36.1	2.3	
1+ years	21.5	27.8	15.7	12.1	
Sample Size	317	151	166	317	

Source: Year Up program data.

Notes: The study sample consists of opportunity youth who were first enrolled in Year Up with the January 2018 or July 2018 cohort at the three sites. Data on number of risk factors is missing for 12 percent of the study sample. The statistical significance levels of differences across sample subgroups are denoted by asterisks: * denotes less than 10, ** less than 5, and *** less than 1 level on a two-tailed test.

Table A.5. Demographic and Background Characteristics of the Study Sample Members Who Responded to the Participant Survey (Adjusted for Survey Non-response), by Treatment Group

	Treatment Group Mean			
	Alternative Strategies Group	Usual Strategies Group	Difference	p-value
Gender = Female	50.9%	52.7%	-1.8%	0.790
Race-ethnicity				0.202
Black or African American	70.9%	74.0%	-3.1%	
Hispanic or Latino	11.3%	15.8%	-4.5%	
White or Another Race	17.8%	10.3%	7.5%	
Age				0.307
Under 20	48.6%	45.8%	2.8%	
20-22	34.0%	42.5%	-8.5%	
23 or older	17.3%	11.7%	5.6%	
Number of Risk Factors				0.728
0-1	25.2%	31.7%	-6.5%	
2-3	36.7%	36.5%	0.2%	
4-5	15.9%	12.7%	3.2%	
6+	22.2%	19.1%	3.1%	
Prior College (Any)				0.316
0 years	37.6%	46.5%	-8.9%	
<1 years	27.2%	26.7%	0.5%	
1+ years	35.2%	26.7%	8.5%	
Prior College (FTE)				0.321
0 years	37.6%	46.5%	-8.9%	
<1 years	39.8%	37.0%	2.8%	
1+ years	22.5%	16.5%	6.0%	
High School Grades (Survey Q7)				
Mostly As	23.2%	14.4%	8.8%	
Mostly Bs	46.9%	56.2%	-9.3%	
Mostly Cs	24.1%	28.8%	-4.7%	
Mostly Ds or Fs	2.5%	0.7%	1.8%	
Courses Taken for College Credit Before YU (Survey Q8)				0.426
0	37.2%	45.2%	-8.0%	
1-3	19.8%	13.7%	6.1%	
4-7	13.9%	16.4%	-2.5%	
8+	29.1%	24.7%	4.4%	
Difficulty of Courses Taken for College Credit Before YU (Survey Q9)				0.775
Very difficult	7.9%	5.0%	2.9%	
Somewhat difficult	62.4%	63.7%	-1.3%	
Not difficult at all	29.7%	31.3%	-1.6%	
Courses Completed for College Credit Before YU (Survey Q10)				0.426
0	1.1%	4.2%	-3.1%	
1-3	42.3%	38.9%	3.4%	
4-7	24.1%	27.8%	-3.7%	
8+	32.5%	29.2%	3.3%	
Difficulty of Courses Taken for College Credit Before YU (Survey Q9)				0.776
Very difficult	7.9%	5.0%	2.9%	
Somewhat difficult	62.4%	63.7%	-1.3%	
Not difficult at all	29.7%	31.3%	-1.6%	
Missing	0.0%	0.0%	0.0%	

	Treatment Group Mean			
	Alternative Strategies Group	Usual Strategies Group	Difference	p-value
Courses Completed for College Credit Before YU (Survey Q10)				0.624
0	41.5%	35.0%	6.5%	
1-3	23.7%	25.0%	-1.3%	
4-7	31.9%	26.3%	5.6%	
8+	1.8%	10.0%	-8.2%	
Sample Size				
Total Study Sample	154	163	317	
Survey Respondents	136	116	252	
Response Rate	88%	71%	79%	

Source: Year Up Program Data.

Note: The study sample consists of youth who were first enrolled in Year Up with the January 2018 or July 2018 cohort at the three study sites. The statistical significance of differences in mean between the Usual and Alternative Strategies groups in the differences in impact estimates across sample subgroups are denoted by asterisks: * denotes less than 10%, ** less than 5%, and *** less than 1% level on a two-tailed test.

Table A.6. Participants' Reported Views of Their Experience in Learning and Development, By Treatment Group—Weighted to Account for Survey Non-response

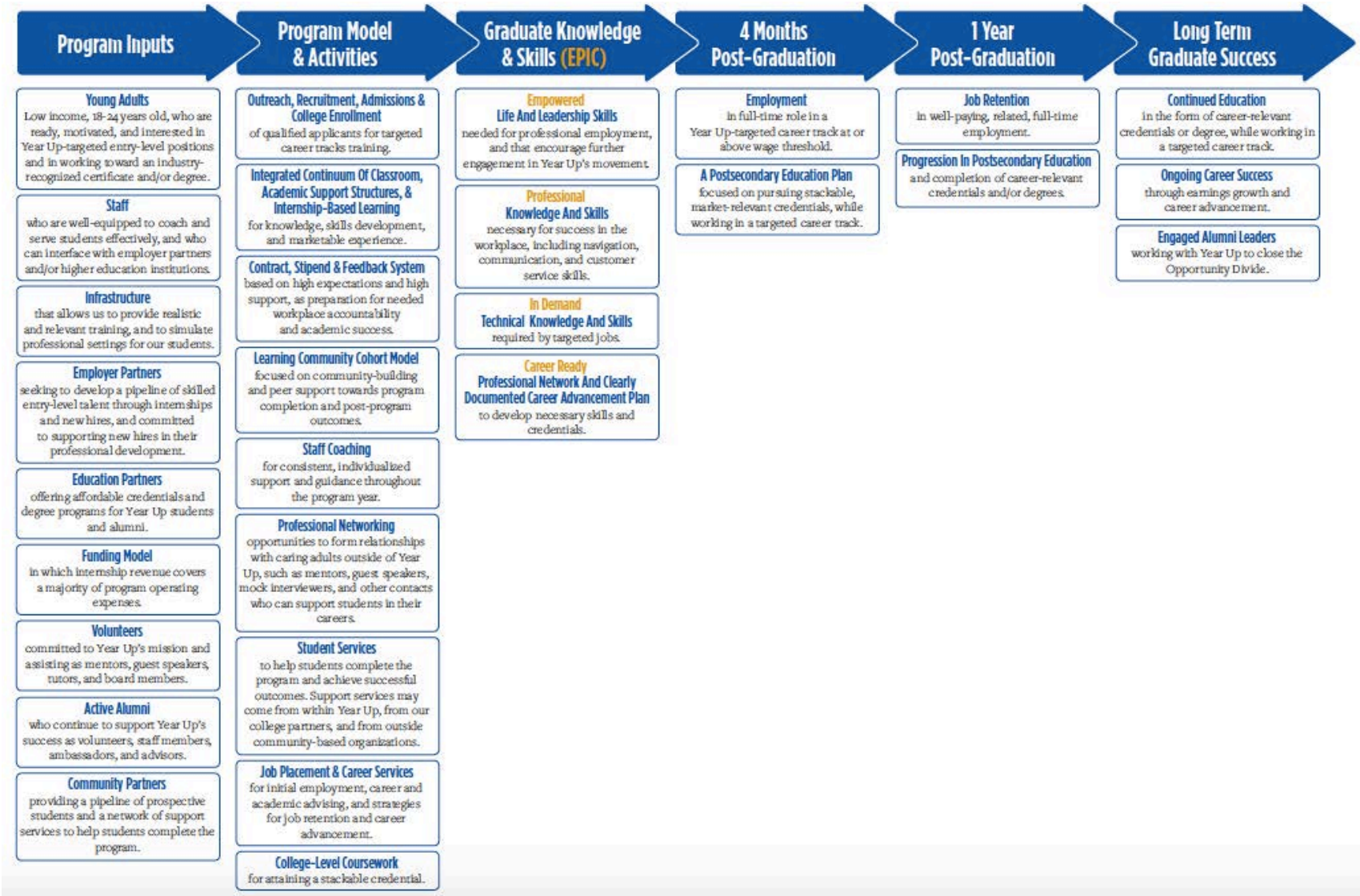
Measure	Treatment Group Means		Difference	P-Value	95 Confidence Interval		P-value for Heterogeneity Test of Differences:		Sample Size	
	Alternative Strategies	Usual Strategies			Lower Bound	Upper Bound	By Site	By Cohort	Alternative Strategies	Usual Strategies
Academic Challenges & Support										
Frequency participants encountered the [NAMED] challenge in their most difficult course (1 = never - 3 = often)										
Attending class regularly	1.70	1.87	-0.17	0.1831	-0.42	0.08	0.83	0.94	129	114
Keeping up with assignments	1.99	2.06	-0.07	0.5072	-0.27	0.13	0.06	0.82	133	114
Doing well on assignments/exams	2.11	1.99	0.12	0.2263	-0.07	0.31	0.12	0.02	132	114
Understanding lectures and readings	1.98	2.08	-0.10	0.3653	-0.30	0.11	0.02	0.09	131	113
Understanding the course requirements	1.90	1.91	-0.01	0.9306	-0.23	0.21	0.68	0.27	133	114
Frequency participants encountered the [NAMED] challenge in most difficult course (AMONG participants who identified a course as very difficult or somewhat difficult) (1 = never - 3 = often)										
Attending class regularly	1.68	1.93	-0.25	0.0701	-0.51	0.02	0.72	0.89	116	116
Keeping up with assignments	2.02	2.14	-0.12	0.2256	-0.32	0.08	0.08	0.86	119	119
Doing well on assignments/exams	2.18	2.02	0.16	0.0841	-0.02	0.35	0.01	0.02	118	118
Understanding lectures and readings	2.06	2.17	-0.12	0.2547	-0.32	0.08	0.01	0.00	117	117
Understanding the course requirements	1.99	2.00	-0.01	0.9320	-0.24	0.22	0.29	0.45	119	119
Frequency participants received timely feedback and support when challenges in most difficult course occurred, from the following sources (1 = never - 3 = often)										
College instructors	2.22	2.20	0.02	0.8246	-0.17	0.21	0.89	0.56	128	107
Year Up staff	2.53	2.55	-0.03	0.7522	-0.19	0.14	0.91	0.02	128	108
Other participants in the class	2.40	2.39	0.00	0.9946	-0.20	0.20	0.46	0.16	132	111
Tutors at the college	1.60	1.47	0.14	0.2483	-0.10	0.37	0.28	0.95	109	83
Tutors online	1.28	1.46	-0.18	0.1316	-0.42	0.06	0.73	0.89	106	80
Frequency participants received timely feedback and support when challenges in their most difficult course occurred, from [SOURCE] (AMONG participants who identified a course as very or somewhat difficult) (1 = never - 3 = often)										
College instructors	2.20	2.19	0.01	0.951	-0.19	0.21	0.67	0.47	114	96
Year Up staff	2.53	2.57	-0.04	0.638	-0.21	0.13	0.63	0.03	115	97

Measure	Treatment Group Means: Alternative Strategies	Treatment Group Means: Usual Strategies	Difference	P-Value	95 Confidence Interval: Lower Bound	95 Confidence Interval: Upper Bound	P-value for Heterogeneity Test of Differences: By Site	P-value for Heterogeneity Test of Differences: By Cohort	Sample Size: Alternative Strategies	Sample Size: Usual Strategies
Other students in the class	2.38	2.43	-0.05	0.631	-0.26	0.16	0.18	0.41	118	100
Tutors at the college	1.61	1.47	0.14	0.263	-0.11	0.38	0.27	0.94	96	76
Tutors online	1.28	1.45	-0.17	0.192	-0.42	0.09	0.87	0.84	93	72
Frequency Communicated with Coach (1 = less than once a month - 5 = daily)										
Average Frequency	3.79	3.71	0.08	0.512	-0.16	0.33	0.93	0.32	131	113
Participant Assessment of Supports Received										
Quality of feedback and support participant received for college course, from [SOURCE] (1 = excellent - 4 = poor)										
Course instructor	1.78	1.90	-0.12	0.286	-0.34	0.10	0.99	0.75	128	109
Other college staff	1.97	1.90	0.07	0.543	-0.15	0.29	0.49	0.41	110	91
Year Up staff	1.45	1.67	-0.22	0.042	-0.43	-0.01	0.52	0.98	129	109
Other students in the class	1.77	1.69	0.08	0.436	-0.12	0.28	0.21	0.99	128	105
Tutors at the college	2.01	2.17	-0.16	0.440	-0.57	0.25	0.28	0.39	54	48
Tutors online	2.26	2.02	0.24	0.331	-0.25	0.72	0.17	0.82	37	35
Overall rating of Year Up Experiences										
Rating of program experiences relative to expectations (1 = did not meet expectations - 5 = far exceeded them))										
Technical skills training	3.22	2.97	0.25	0.06	-0.01	0.53	0.23	0.29	131	113
Professional skills training	3.63	3.50	0.13	0.35	-0.14	0.41	0.08	0.60	131	113
Business communication skills training	3.53	3.38	0.15	0.26	-0.11	0.41	0.04	0.60	131	113
Overall Learning & Development experience	3.61	3.46	0.15	0.26	-0.11	0.41	0.15	0.57	131	113
Feeling about preparation for internship (1 = not at all prepared - completely prepared)	3.79	3.81	-0.02	0.89	-0.25	0.22	0.52	0.71	116	102
Likelihood of recommending Year Up to a friend, colleague, or family member (0 = not at all likely - 10 = extremely likely)										
	8.56	8.17	0.40	0.26	-0.29	1.09	0.03	0.29	131	113

Source: These data are from an on-line survey administered to participants. Participants who completed the Learning and Development (L&D) phase of the program received the survey very near the completion of L&D. Those who left the program before completing L&D were asked to complete the survey shortly after they left the program. It was an augmented version of the Pre-internship Survey Year Up has participants complete prior to entering their internship positions.

Notes: Overall, 79 of participants in the study sample completed the survey—88 of those in the Alternative Strategies group and 71 of those in the Usual Strategies Group. Data on number of risk factors is missing for 12 percent of the study sample. The statistical significance levels of differences across sample subgroups are denoted by asterisks: * denotes less than 10, ** less than 5, and *** less than 1 level on a two-tailed test.

Appendix B: Updated Year Up Theory of Change-2017



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Appendix C: Admissions Readiness Rubric

HIGH LEVEL RATINGS				
0	1	2	3	4
□ Applicant does not articulate any potential barriers to success here □ Applicant has no history of this being a barrier or causing challenges in academic/work settings	□ Potential challenge is articulated by applicant, but a documented, sustainable plan is in place □ Challenge is highly unlikely to negatively impact the applicant during the program □ Evidence of no impact on prior work/academic experience □ Proactively able to communicate the plan in place to Year Up staff	□ Potential challenge is articulated by applicant □ Applicant is able to provide evidence that they have been able to/have the potential to successfully address issues in past job/academic settings with minimal additional support, outside of individual problem solving/pursuing resources □ Documented, sustainable plan is in place for any potential challenges	□ Potential challenge is articulated by applicant □ Challenge presents strong potential to be a barrier of success in academic/professional setting □ Applicant has stated past impact of this challenge on academic/professional environment □ Applicant is in need of additional resources (possible Participant Services referral/resource) but, with resources in place, applicant has potential to be able to be successful in academic/professional setting □ With resources, would be able to provide a documented, sustainable plan □ During the Admissions process, applicant meets deadlines to put plan in place	□ Challenge is articulated by applicant that would be a clear barrier to success in academic/professional setting □ Challenge requires support beyond what Year Up can provide □ Applicant has stated past impact of this challenge on academic/professional environment □ Even with referral to resources, applicant would be unable to develop documented, sustainable plan for overcoming the challenge, within the Admissions cycle □ During Admissions process, applicant does not meet deadlines to put plan in place
OVERALL READINESS RATING				
This is determined by the highest readiness rating number that appears for any one factor. For example, if an applicant has a 2 rating for any of the factors, then their overall readiness rating is a 2.				

Source: Year Up staff communication.

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Appendix D: Career Development and Interpersonal Relations Course Curriculum—2017

Career Development and Interpersonal Relations
Cohort

Instructor Contact Information:

I. Course Description:

In this 13-week course and in preparation for the workplace, participants will improve their professional development skills and self-marketing tools, such as interviewing, writing resumes, and building and maintaining a personal brand, as well as the importance of effective communication as an essential component of professional behavior. Participants will also learn a variety of practices related to developing positive and productive relationships with colleagues, as well as the importance of professional goal setting. Practicing their critical thinking, students will also engage in exploring components of the Opportunity Divide to highlight the importance of professional communication and collaborative teamwork in the workplace.

The course will cover the five following modules:

Module 1: Building a Professional Foundation
Module 2: Managing Individual and Group Workplace Interactions
Module 3: Exploring Business Writing and Networking Opportunities
Module 4: Applying Professional Skills
Module 5: Preparing for the Internship and Beyond

II. Learning Objectives: Upon completion of the course, the student will:

- Understand the principles and techniques of effective communication and multiple learning styles
- Apply professional communication strategies to working in a team and with a supervisor, managing workplace conflict, professional etiquette, and conflict management.
- Refine professional portfolios through construction of effective cover letters, resumes, networking pitches, social media profiles, and action plans that reflect immediate and long-term professional goals.
- Identify and apply principal components of effective interviewing, including interview preparation, effective non-verbal behaviors, and interview follow-up.
- Understand structural implications of the Opportunity Divide and identify strategies for civic engagement.
- Provide constructive feedback to peers and incorporate feedback to improve and their work.

III. Required Texts and Materials: All required readings will be available via Schoology.

IV. Year Up Grading System:

This grading schematic is designed to give each student the best opportunity to succeed in this class. Your instructor realizes that different students have different "strengths" and wants to give every student the opportunity to excel.

V. Grading Scale:

A: 90-100%
B: 80-89%
C. 70-79%
F. 0-69%

Minimum Passing Score: 70%

VI. Course Policies and Requirements:

- **Late Work Policy**: For each day an assignment is late, 10% will be deducted from the final grade. **After three days have passed, the assignment will be recorded as a 0**. If a student fails to meet a deadline for a contract assignment, an infraction will be recorded as specified in the Student Contract.
- **Communication**: Schoology (see end of document for more information) will be the primary method of communication. This includes both announcements, instructions, materials, and assignments. If a student is going to be late turning in an assignment, they are responsible for emailing the instructor ahead of time. At the instructor's discretion, the student can be granted an extension at no penalty.
- **Disability Access**: If a student has specific request or accommodations, it is their responsibility to share with the instructor.
- **Attendance Policy**: Students are expected to attend each class. This course will follow the Year Up attendance policy as specified in the Student Contract.

VII. Plagiarism: Plagiarism occurs when a student misrepresents the work of another as his or her own. There is nothing wrong with presenting someone else's words and ideas in your own writing. The key to properly using others' ideas in your work is acknowledgement and citation. To avoid plagiarism, you must give credit whenever you use another person's ideas, opinions, or theory, including facts, statistics, graphs, and drawings. Any piece of information that is not common knowledge must be cited. If you are concerned about whether or not you are giving credit when it is due, please feel free to come talk to your instructors. We'll be more than happy to help you. Plagiarism Policy at Year Up: the first instance of plagiarism is a 25-point infraction; the second is a 35-point infraction; and the third is firing.

VIII. Learning Management System (Schoology):

Schoology will be the Learning Management System used within your class to demonstrate your learning and understanding of course concepts. Below are the "best practices" of using Schoology to reach its potential in bolstering and supporting your learning.

- Use of professional profile picture and language
- Check Schoology at least twice a day (there is also a free app available)
- Keep track of your assignments and grades (coaches will also have access to grades)
- Be mindful of time when assignments are due as all assignments are time stamped when uploaded

- Follow assignment guidelines in terms of file name and format guidelines
- Check twice, upload once

Disclaimer: This syllabus is a working document and is subject to change at any time

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Appendix E: Year Up's Post Program Outcome Targets

Source: Year Up National Program Staff (August 21, 2018)

How to Talk about Graduate Outcomes

At Year Up, we hold ourselves accountable to our mission through careful measurement, tracking, and reporting of our graduates' employment and education outcomes after the program. Every cycle, our teams support graduates in launching their careers with job placements and/or continued post-secondary education. This document promotes a shared understanding of these graduate outcomes by describing goals, metrics, and key definitions, so we can communicate clearly and consistently with internal ("One Year Up") and external audiences. Additionally, this document provides helpful answers to some frequently asked questions (FAQs) about graduate outcomes.

Consult the Marketing Library for the latest collateral on how to talk about local outcomes statistics or Year Up "By the Numbers."

2018 Graduate Outcomes Goals

4-month Graduate Outcomes goals, for all channels:

- 70% of graduates will be employed in full-time, Year Up-related professional jobs
- 85% of Year Up graduates will be employed (FT or PT) and/or enrolled in post-secondary education within four months of graduation
- 45% of graduates will secure intern-to-hire conversions
- Employed graduates will earn an average starting wage of $16 or above

In addition to the above org-wide goals, PTC sites have the following additional metric:

- At least 75% of PTC grads will re-enroll in post-secondary education (FT or PT) within 4 months of graduation

12-month Graduate Outcomes goals, starting with the July 2016 cohort, are:

- We will achieve an 70% response rate at the 1-year mark, defined as contacting a grad between 60 days prior to their 1-year anniversary to 30 days after their 1-year anniversary
- 70% of graduates will be employed in full-time, YU-track-related professional jobs as of 12 months after graduation
- 85% of Year Up graduates will be employed (FT or PT) and/or enrolled in post-secondary education as of 12 months after graduation
- Employed graduates will earn an average starting wage of $16 or above as of 12 months after graduation

Note: Because July 2016 was the first cohort we officially tracked org-wide 12-month outcomes, these metrics should be considered "internal only" for now; our website and external marketing materials will continue to focus on 4-month outcomes. As we learn more about 1 year outcomes, we will also introduce additional metrics, such as college persistence/progress towards a degree, employment continuity, and total annual earnings.

Important Definitions

- **Employment** is defined as having started a job. Having accepted a job offer or signed paperwork will not count as a graduate outcome until the graduate begins working.
- **Full-time employment** is defined as working at least 35 hours per week. Full-time jobs may be either permanent or contract.
- **Permanent** employment means a salaried employee of the company in question; **Contract** means the individual is employed via a staffing firm, temp agency, or other third party.
- **Year Up-related** is defined as a professional job in one of the employment fields/tracks for which we train students (e.g., IT, FO, QA, PM, AML). Corporate Engagement, Employment Placement and Internship Services staff determine how to categorize each job when they enter it in Salesforce. Graduates don't have to have studied or interned in the same employment field as their job, but the job should be one that leverages their YU skills & experience, and one that they couldn't have gotten without YU. Year Up related jobs are also referred to as quality jobs.
- **Intern-to-hire conversion** is any job at the same company where a student completed his or her internship. The job does not have to be in the same department or field that the student interned in, nor does it have to start immediately following the internship.
- **Post-secondary education** is defined as enrollment in college or a YU-related training program that leads to an industry-recognized credential (e.g., A+, Network+, HDI).
- **4 months after graduation** is defined as the first Monday after 4 months from last day of internship.

Frequently Asked Questions (FAQs)

- **What is a Graduate Outcome?**

A graduate outcome is when a Year Up graduate is employed (full-time or part-time) and/or enrolled in postsecondary education within 4 (and then 12) months after graduation. See definitions below for more information about what qualifies as a graduate outcome.

- **Is there a "cap" on the % of grads that can be pursuing higher education?**

As long as a site achieves the employment components of the Graduate Outcomes goal, there is no limit on the % of grads who may go back to school. For example, if 85% of graduates have been placed and 70% of graduates are placed in full-time, YU-track-related jobs, then 15% of grads or 100% of grads could be pursuing post-secondary education and either one would count as success. In the PTC, our vision is for a majority of alumni to pursue full-time professional jobs and higher education simultaneously.

- **Why don't part-time jobs count towards the 70% Full-time Year Up-related jobs goal?**

Our evaluation work (e.g., the EMC and PACE studies) and National alumni surveys have shown that securing a full-time, YU-related job shortly after graduation leads to significantly better long-term outcomes for alumni. Grads with full-time jobs earn more, are more likely to be employed several years later, report better social/emotional outcomes, and are more likely to stay connected to YU. While a part-time job can be a good outcome for some alumni, focusing our energy on placing at least 70% of grads in full-time roles best ensures long-term financial security for our graduates.

- **Why do we have an internal goal of 45% internship conversions?**

From past research and outcomes data monitoring, we know that the strongest possible employment outcomes (i.e., higher rates of employment at higher wages for longer periods of time) for Year Up grads are when their post-program jobs align well with their internship experiences and their L&D training. One of the best ways to align an internship with the post-program job is to see it convert at graduation.

Additionally, conversions meet a need for employers who often need sustained employment after the internship ends, and a trained intern often meets that need the best.

- **Why do we have a 75% re-enrollment goal at our PTC sites?**

The 75% re-enrollment goal at PTCs is an important part of the long-term career and education pathway planning for our young adults and a huge value proposition to our college partners. Educational partners work with Year Up because we can help with college re-enrollment. Colleges believe partnering with Year Up can help with their enrollment and graduation rates. Our past outcomes research also tells us that a combination of full-time YU-related work and part-time education is a winning pathway for our graduates.

- **If our research tells us full-time Year Up related jobs offer the best possible outcomes for our young adults, why do have the 85% any outcome goal?**

The 85% outcome goal has been with Year Up since the beginning. Many of our stakeholders are familiar with this goal and it is a unique identifier of Year Up. It also provides a simple, easy-to-understand goal that communicates both employment and education outcomes in a single number to all of our stakeholders. It is commonly used to tell the story of Year Up in our external communications and marketing materials.

- **How should my site handle job placements at companies that provide goods, services or products that some may not be aligned with/agree with? For example, Alcohol, medical marijuana, slot machines, defense industry, etc.….?**

If the company offers meaningful, substantive roles in any legitimate industry, at appropriate wage levels, Employment Placement, Corporate Engagement and site leadership will not discriminate against these opportunities. Still, there may be other reasons not to pursue the opportunity with any given company (e.g., financial issues within the company, concern about the quality of the role, etc.). It would, of course, be the young adults' independent choice if they wished to pursue opportunities within these industries.

- **Why can't I share 12-month goals and outcomes externally?**

While 12-month outcomes will be an exciting indicator of our ability to provide a path to long-term success for our graduates, we are not yet prepared to share data externally. In these early stages of data collection, we are learning how we can best set and track 12-month goals and outcomes. Please be mindful of this learning phase and refrain from sharing externally. Eventually, we hope to incorporate 12-month outcomes into our external outcomes framework. Please stay tuned for further communication when we are prepared to share externally.

- **What about outcomes after 12mo?**

We believe that if we hold ourselves accountable for each alum securing a quality first outcome right after graduation, most grads will continue to thrive in their professional careers and education over the long term. Starting with the July 2016 graduating class, we committed to measure graduate outcomes at 12 months after graduation, in addition to 4 months after graduation, to increase our evidence of longer-term impact.

For outcomes after 1-year, we use a combination of long-term alumni surveys and rigorous external evaluations to understand our graduates' multi-year trajectories. Our first external evaluation (the EMC study) tracked graduates for 2 years after graduation; our long-term alumni surveys in 2011 and 2016 reached out to alumni going all the way back to our very first graduating class. The PACE evaluation, which is currently underway, will follow a subset of 2014-2015 alumni for a minimum of 5 years. Contact

the Research & Evaluation team (Garrett Warfield and Jess Britt) for more information on these longer-term studies, or visit the Research & Evaluation web pages on www.yearup.org.

- **What were Year Up's Graduate Outcomes goals in the past?**

As our organization has grown and our strategy has evolved, we have set different graduate outcomes goals over time. For historical reporting purposes, the table below shows what our graduate outcomes goals were each year.

Cohorts	Graduate Outcomes Goals
July 2016 and up	Org-wide 70% employed in full-time, YU-track-related roles within 4mo 45% intern-to-hire conversion 85% employed and/or in school (FT or PT) within 4 months Average starting wage >$16/hr PTC All of the above, plus 75% re-enrollment in school (FT or PT) within 4 months 12-month outcomes goals: 70% response rate of grads contacted 1 year after graduation 70% employed in full-time, YU-track-related roles at 12mo 85% employed and/or in school (FT or PT) at 12mo 75% of PTC grads still enrolled in higher ed at 12mo, and/or already completed a degree or certificate
July 2015 and up	Org-wide 70% employed in full-time, YU-track-related roles within 4mo 45% intern-to-hire conversion 85% employed and/or in school (FT or PT) within 4 months Average starting wage >$16/hr PTC All of the above, plus 75% re-enrollment in school (FT or PT) within 4 months
July 2014 – January 2015	Core 75% employed within 4 months 70% employed in full-time, YU-track-related roles within 4mo 45% intern-to-hire conversion 85% employed and/or in school full-time within 4 months; if 75% employment goal is not met, then FT school is "capped" at 10% of total Average starting wage >$16/hr PTC 65% employed within 4 months 45% intern-to-hire conversion 85% employed and/or in school full-time within 4 months; if 65% employment goal is not met, then FT school is "capped" at 20% of total Average starting wage >$16/hr
January 2012 – January 2014	75% employed within 4 months 30% intern-to-hire conversion 85% employed and/or in school full-time within 4 months; if 75% employment goal is not met, then FT school is "capped" at 10% of total Average starting wage >$15/hr
January 2010 – July 2011	75% employed within 4 months 30% intern-to-hire conversion 85% employed and/or in school full-time within 4 months Average starting wage >$15/hr
July 2002 – July 2009	85% employed within 4 months 30% intern-to-hire conversion Average starting wage >$15/hr 40% re-enrolled in school within 12 months

Appendix F: Program Staffing and Staff Tenure July 2018

Current Job Description	Tenure – Years	Report to
Site Director	2.44	Executive Director (Acting)
Director of Development	1.11	Executive Director (Acting)
Associate Director of Programs	4.64	Site Director
Associate Director of Admissions & College Enrollment	1.52	Site Director
Student Services Manager	1.46	Site Director
Student Services Manager	1.38	Site Director
Internship Service Coordinator	1.10	Site Director
Internship Services Manager	1.13	Site Director
External Relations Manager (Estimated Start Date)	0.58	Director of Development
Information Technology Instructor	2.17	Associate Director of Programs
Program Manager	0.90	Associate Director of Programs
Program Manager	2.96	Associate Director of Programs
Employment Placement Manager	1.92	Associate Director of Programs
Employment Placement Manager	0.75	Associate Director of Programs
Temp. PT Instructor	0.41	Associate Director of Programs
Admissions & College Enrollment Manager	2.74	Associate Director of Admissions & College Enrollment
Special Assistant	2.00	Site Director
Unpaid Intern/Fellow	0.83	Student Services Manager
Associate Director, Business Development	0.46	Director of Development
Special Projects Coordinator	2.96	Director of Development
Director of Corporate Engagement	0.67	Executive Director

Source: Year Up program administrative data.

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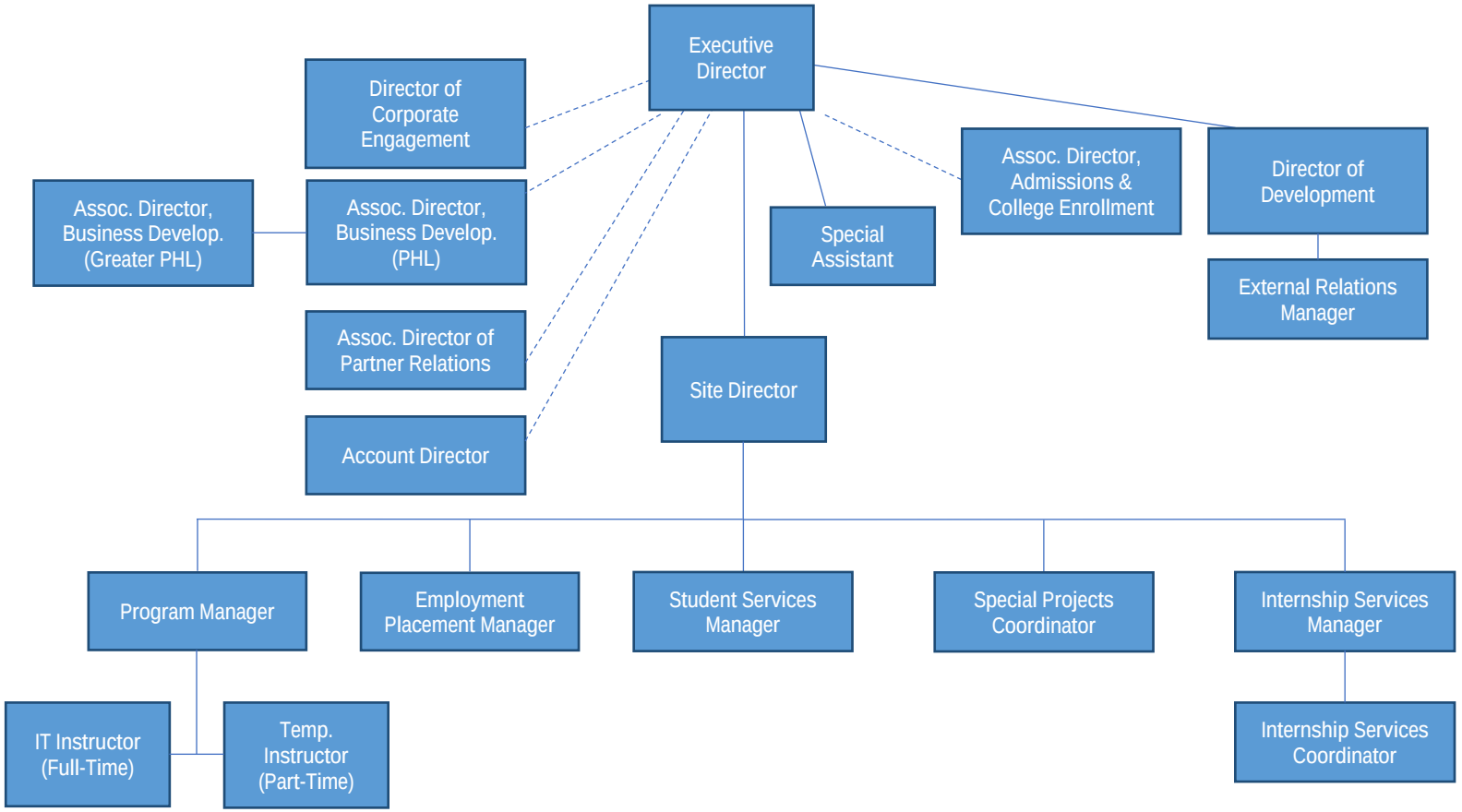
Appendix G: Organizational Chart for the Philadelphia Professional Training Corps (PTC) Program, August 2018



*A dotted line denotes a staff member reporting to the Year Up Regional Director.

Source: Personal communications with National Program Team staff members, August 2018.

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Appendix H: Participant Survey Questions (Supplements to the Pre-internship Survey)

Question Number and Measure	Scale
Course-Taking and Employment During L&D	
1. Number of courses taken during L&D	
2. Difficulty of courses	1 (very difficult) - 3 (not difficult at all)
3. Hours spent per week on homework or preparing for class	
4. Number of courses completed	1 (not at all) - 3 (a great deal)
5. Hours per week worked for pay during L&D	
6. Degree to which working adversely affected academics	
Academic Challenges & Support	
7. Frequency participants encountered the following challenges in their most difficult course Attending class regularly Keeping up with assignments Doing well on assignments/exams Understanding lectures and readings Understanding the course requirements	1 (never) - 3 (often)
8. Frequency participants received timely feedback and support when challenges in their most difficult course occurred, from the following sources College instructors Year Up staff Other students in the class Tutors at the college Tutors online	1 (never) - 3 (often); excluding 4 (N/A)
9. Frequency participant communicated with coach	1 (less than once a month) - 5 (daily)
Participant Assessment of Supports Received	
10. Quality of feedback and support participant received for college course, from the following sources Course instructor Other college staff YU staff Other students in the class Tutors at the college Tutors online	1 (excellent) - 4 (poor); excluding 5 (N/A)
11. Overall feeling of support from Year Up	1 (not at all supported) - 5 (completely supported)
12. Rating of program experiences relative to expectations Technical skills training Professional skills training Business communication skills training Overall Learning & Development experience	1 (did not meet expectations) - 5 (far exceeded expectations)
13. Feeling about preparation for internship	1 (not at all prepared) - 5 (completely prepared)
14. Likelihood of recommending Year Up to a friend, colleague, or family member	0 (not at all likely) - 10 (extremely likely)

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Appendix I: Bi-weekly Monitoring Guide

Mini-Experiment Monitoring Call Protocol

General

1. General updates
   i. Barometer check, successes and challenges, etc.
   ii. Participant update
   iii. Staff Update
2. Outstanding issues requiring resolution/follow-up on action-items from previous call

Academic Monitoring

1. Current monitoring strategies
   i. Current/changes in monitoring strategies
   ii. Experience/changes in experience with strategies
   iii. Challenges to utilizing each strategy
   iv. Approaches for overcoming these strategies
2. Contract/communication with instructors/TAs (only PTC-BMCC)
   i. Frequency and quality of interactions
   ii. Collection of interim course performance indicators (e.g., grades, feedback)
   iii. Challenges to communication
   iv. Approaches to deal with them
   v. Identification and tracking of major course milestones
3. Coaching
   i. Utilization and effectiveness of *Academic Coaching Resource Guide*
   ii. Monitoring of participant goal setting
   iii. Discussion of academic milestones and use of feedback from instructors
   iv. (e.g., dashboard)
   v. Use of data on participants (e.g., background information, feedback collected
   vi. from instructors)
   vii. EPIC Plans: Trouble-shooting red-flags

Academic Supports

1. Need for & use of the following:
   i. Course materials
   ii. Schoology
   iii. Tutoring
   iv. Other college resources/services
   v. Site specific resources:
      PTC-P: Use of Wi-Fi hotspots and iPads for course readings
      PTC-JAX: Access to textbook library
      PTC-BMCC: Interaction with TA

Program participation

1. Any changes in program—programming, planned changes?

Staffing

1. Staffing needs or changes for academic monitoring and participant support?

Other

1. Other questions/concerns the site has

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Appendix J: Coach Survey (Cycle 2 Coaches)

Key Topic Areas	Question:
Met with Coachee in past 2 weeks	Did you have any individual coaching sessions with {{Coachee}} in the past two weeks? (binary, 1= yes, 2=no)
Date of Last Coaching Session	When was the last time you had an individual coaching session with {{Coachee}}?
Length of Coaching Session	Thinking back to your most recent individual coaching session with {{Coachee}} about how long was the session? 1 = Less than 5 minutes 2 = 5-10 minutes 3 = 0-15 minutes 4 = More than 15 minutes
Topics Discussed in Coaching	YU Topic of the Week (1= true, 0 = false) Time Spent on YU Topic of the Week (1=none, 2= small amount, 3=moderate, 4=quite a bit, 5=most of the time) Personal Issues (i.e., family, home, transportation, medical) (1= True, 0= False) Time Spent on Personal Issues (1=none, 2= small amount, 3=moderate, 4=quite a bit, 5=most of the time) Social Issues (i.e., friends, peer-related issues) (1= true, 0= false) Time Spent on Social Issues (1= none, 2=small amount, 3=moderate, 4=quite a bit, 5=most of the time) Academic Issues (1= true, 0 = false) Time Spent on Academic Issues (1=none, 2= small amount, 3=moderate, 4=quite a bit, 5=most of the time) Work-Related Issues (1= true, 0 = false) Time Spent on Work-Related Issues (1=none, 2= small amount, 3=moderate, 4=quite a bit, 5=most of the time) Other (1= true, 0 = false) Time Spent on Other (1=none, 2= small amount, 3=moderate, 4=quite a bit, 5=most of the time)
Participant Issues	Rate the extent to which the following are issues for {{Coachee}}... (continuous: 1= not at all; 5= major) Personal Issues Social Issues Academic Issues Work-related Issues Other Issues
Supports and Resources Provided	Thinking back to the most recent coaching session with {{Coachee}}, what types of supports and resources did you refer {{Coachee}} to? (1= true, 0 = false) Student Services Tutoring Clothing Donations Online Resources External Program (if yes, please specify) Other (if yes, please specify)
Coachee Responsiveness to Feedback	How responsive was {{Coachee}} to your feedback, support, and/or advice? (1= not at all responsive, 2=not very responsive, 3=somewhat responsive, 4=very responsive, 5=extremely responsive)
Seeking Additional Support	Did you seek additional support to help {{Coachee}}? (1= yes, 0=no) Please describe in a few words what support you sought out.

Key Topic Areas	Question:
Sources of Support	Please identify who you reached out to for support... (1= yes, 0=no) Program Manager Course Instructor Another Coach Student Services at the College Tutor at the College Academic Advisor at the College Other (if other, please specify)

Appendix K: Site Observation Protocol

Introduction to Individual/Group Being Observed: Thank you for allowing [me/us] visit (Insert Setting—X). [I/we] are working with Year Up to find ways to make the program better for students now and in the future. Our interest is in learning about all aspects of the program, including things that work really well and those that could be improved.

We are going to be visiting Year Up about once a week over the next year to learn about the different ways that instructors, coaches, and other program staff use their time and how students, instructors, and program staff engage with one another in Year Up. What we observe will vary over the year.

We will take notes on what we see and hear, but we will use the notes only to remind us of what we saw and heard. We will use information from our observations in conjunction with other information on the program to help us learn about what works well, what can be improved, and how improvement might be achieved. We will not share information that we gather during our observations in ways that would link it to individual students, instructors, or staff at Year Up or the college.

If any of you are concerned about what we are going to do with this information, please see us any time during or after an observation, and we will address your concerns.

Observer		Date/ Time	
Site		Point(s) of Contact	
Beginning Time:		Ending Time:	

Before Observation—Conversation with Instructor/Coach/Program Staff

If possible, have a brief, information conversation with the instructor/coach/program staff prior to the observation inquiring about:

1. What is the focus of today's activity?
2. What has been going on with students prior to this lesson, coaching session, or activity?
3. Have the students been struggling academically? If so, how? With any particular material?
4. What types of supports (if any) have been given to students to help with any academic struggles?
5. Have you been struggling in your role? Are there things others might do to help you out? If so, what are some examples?

During the Lesson/Session

Use the table on page 4 for making detailed lesson flow notes. You will use these notes to summarize the observation and complete the remainder of this form.

After the Lesson/Session

As soon as possible after the lesson/session is finished, please review your notes and then respond to each of the following questions.

The Instructor/Coach & Instruction/Session:

1. Describe the role of the instructor/coach/program staff. (Focus/purpose/setting/etc.)
2. What was session leader doing during this interaction? (Roles/time allocation/props/etc.)
3. What types of supports did he/she use? (Be especially attentive to academic & engagement props)
4. How did this person get the student to discuss academic issues or challenges? (What types of questions did he/she ask? How did he/she elicit information from the student?)

The Students:

1. Approximately how many students were present in this interaction? How were they arranged in the room?
2. Describe what the student(s) was/were doing.
3. Describe the interaction between the students (or students) with the instructor/coach/program staff.
4. *If there were multiple students, describe the interaction between students.
5. *If academic support or monitoring took place, how did students respond to this? Describe their behavior with regards to this support and monitoring

Observation Codes for Flow Recording Sheet (Below):

Codes		
Type of Interaction		
	CS	Coaching Session
	CL	Class
	IC	Informal Conversation
	SH	Study Hall
	MM	Monday Meeting
	FM	Friday Meeting
	MS	Miscellaneous
Support Given		
	T	Tutoring Advice/Referral
	F	Feedback from Instructor/Grades
	CG	Coaching Guide
	AP	Academic Planning
	HS	Hot-Spot (Wifi)
	PC	Peer Collaboration

Observation Flow Recording Sheet

Take notes describing the activities of the professor and students occurring during the class period. Provide a time stamp in the "Time" column to correspond with the events (record a time stamp at least every 4 minutes). Indicate use of any instructional materials (by teacher or student)

Time	Type of Interaction	Support Given	Description	Notes

Appendix L: Participant Focus Group Guide

Introduction [Tailor depending on familiarity with respondent(s)]

Hello, I'm [*NAME*] from [University of Pennsylvania, located in Philadelphia, PA; Abt Associates, Inc., a research organization with headquarters in Cambridge, MA]. I am part of a team of researchers, from Abt Associates and the University of Pennsylvania, working with Year Up to conduct an evaluation of Year Up's Professional Training Corps program. Our research is supported by grants from the Institute on Education Sciences at the U.S. Department of Education and the Social Innovation Fund.

As part of this study, we're talking with participants, like you, to learn about their experiences in the Year Up program during the L&D phase, in order to learn what supports are helpful to participants, why they are helpful, and how Year Up can improve the supports they offer. More specifically, I (we) would like to talk to you about how the semester is going—learn about orientation, your classes, and generally how things are going for you.

Before beginning the interview, I (we) want to thank you for your time. Your participation in this interview is voluntary and deciding not to take part won't affect your status in the PTC program or at Pierce. There is no right or wrong answers. We can stop the interview at any time, or skip any questions you do not wish to answer. The interview today should last approximately 45 to 60 minutes.

In addition, I want to let you know that, although, I (we) will take notes during these interviews; information is never repeated with the name of the respondent in any reports or in any discussions outside the research team. Our reports will describe the typical experiences of participants like you, but we will not identify you by name. When we write our reports and discuss our findings, information from all the people we speak with is compiled and presented so that no one person can be identified.

With your permission, I would like to audiotape our conversation so that I can listen at a later time for points I might miss during the conversation. If you prefer I do not audiotape our conversation, I will rely exclusively on my notes. In either case, if you decide some part of the interview should be off the record, please let me know. I do not have a recorder on now; is it okay with you for me to turn it on?

Do you have any questions before we begin?

Your verbal decision to participate in the interview will be considered as your consent. Do I have your verbal permission to participate in this interview?

With your consent, we would like to be able to gather other information about you from PTC, such as your course credits, grades as well as other records related to the training—and it's possible we'll call or visit sometime in the future to talk with you again. We'll keep your information confidential—it won't be shared with anyone outside the research team or PTC program. Does that sound okay?

Great, I have a set of questions about your background and experiences in this program.

Background and Preparation for L&D (15 mins)

1. Please tell me a little bit about your background and how you came to Year Up.
2. How prepared did you feel for the coursework at (College)? What about your Year UP courses? Did you feel prepared to balance the demands of both College and Year Up courses?
    a. *Optional: What aspects of orientation helped prepare you for Year UP?

3. Are there things you think you, Year Up or the College could have done to help you be better prepared for L&D?

4. What have been the biggest academic challenges for you? How have you managed or tried to manage these? What other challenges have you encountered (i.e., social, financial, etc.)?

5. What types of supports have been provided to you throughout your time here? In LC meetings? Coaching Sessions? From instructors? How were these supports provided

Coaching (15 mins)

6. What was a typical coaching session like? What kinds of activities did you engage in? What types of questions did your coach ask you?

7. How much do you think your coach knows about your coursework at the college—e.g., what kinds of work you are getting, whether you are doing it, and what kinds of grades you are getting?

    a. *If report not much:* Does anyone at Year Up know about how you are doing in your courses? If you were struggling or not doing well, would they know? What would they be likely to do about it?

8. What kinds of supports or resources did your coaches provide? Did they help you to access resources?

    a. *If so, how?* How often did your coach offer supports or resources? Were these supports and resources helpful? Which supports were especially helpful?

9. Did your coach provide any academic support and guidance? If so, what did they do? Was this helpful? Why or why not?

10. Did your coach use a coaching sheet during your sessions? If so, please describe how they used it. Did they use this in every session? Did they show you this sheet?

**Optional:* Did your coach use any other way to record your coaching sessions? Did they have you fill out any other forms or send emails to check in? If so, how frequently did you do this?

11. In general, did you find the coaching sessions helpful? What could have been done to improve this?

Supports (10 mins)

12. How often (e.g., once a week, a couple times a week, every day, etc.) did you access the following resources:

    a. Tutoring

        i. *How frequently? they used this.*

        ii. *If they indicate at least a moderate amount, ask the following.*] What type of tutoring do you typically used? Where it is the tutoring offered? For what courses did you seek out tutoring? Are you generally finding and using tutoring on your own or is someone else at Year Up guiding you to the tutoring? Does it seem to be helpful? [If not] Any sense of why not?

    b. Textbook library [*for students at JAX only*]

    c. Any other resources

13. How useful have these resources been in helping you to complete your coursework?
    a. If you were in need of resources for academic support, were PTC staff able to help you get access? [If yes] How did they help?
14. What YU strategies or services seem to you to have been critical to your success in L&D? What have been challenging?
15. What other PTC resources might be helpful for succeeding in L&D? What about resources at the College?
    a. **Optional Additional Question:* If Year Up or the college were to add or modify student support services, what would be your recommendations for priority additions or modifications? Why?

Instructors (10 mins)

16. How often do you interact with your college instructors? Who do you interact with? Did you speak with some instructors more than others? Why?

How often did you receive feedback from instructors? Did this vary based on the course?

17. Did it seem like the PTC staff and Peirce instructors were in different worlds, or did it feel like they were in touch about your progress and any challenges along the way?

Next Steps and Goals (5-10 mins)

18. How many credits do you expect to have when you finish the PTC program (L&D and Internship Phase)? Are you planning to continue with college? If so, what program at the college will you be completing? Will you have the necessary prerequisites to enroll in the program, or will you need to take additional credits/classes?
19. What do you hope to be doing soon after finishing Year Up, with regard to school and work?
20. In the longer-term, what are your five-year career and life goals? What kind of work do you see yourself doing, and why?

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Appendix M: Staff Interview Guide

[*If interviewing staff we have not been working with*]

Hello, I'm [*NAME*] from [*University of Pennsylvania, located in Philadelphia, PA; Abt Associates, Inc., a research organization with headquarters in Cambridge, MA*]. I am part of a team of researchers, from Abt Associates and the University of Pennsylvania, working in partnership with Year Up to conduct an evaluation of Year Up's Professional Training Corps (PTC) program. Our research is supported by grants from the Institute on Education Sciences at the U.S. Department of Education and the Social Innovation Fund. As part of this research effort, we completed a descriptive study over a year ago examining basic operations at the site with the goal of identifying promising areas for and suggestions for program improvement. In the past year, we have worked with your site leadership and Year Up National to identify two or three high potential strategies for addressing specific challenges and strengthening outcomes in the L&D phase. As part of the larger evaluation, we are studying the implementation and effects of these program improvement strategies.

The purpose of today's conversation is to gather more in-depth feedback about your experiences implementing the program improvement strategies and your sense of how the strategies are working. We'll spend most of the time talking about your experiences and observations about the L&D phase of the program and how things are going for students this semester, and what you, other year up staff, and your college partners are doing to support students.

[*If interviewing staff we have been working with and who is familiar with the evaluation*]

It is really good to have this opportunity to follow up on how things are progressing this cycle. What we would like to do today is do a check in on how the semester is progressing—learn about orientation, how things are working between the College and your staff, and generally how things are going for students in L&D.

[*For everybody; interviewer must read*]

Before beginning the interview, I (we) want to thank you for your time and remind you that your participation in this interview is voluntary. I (we) know that you are busy and will try to be as brief as possible. There is no right or wrong answers. We are interested in learning about your ideas, experiences, and perspectives about the program improvement efforts at [Philadelphia; NYC-BMCC; Jacksonville]. The interview today should last from 45 to 60 minutes.

In addition, I want to let you know that, although, I (we) will take notes during these interviews; information is never repeated with the name of the respondent in any reports or in any discussions outside the research team. We often provide illustrations of typical experiences but are careful not to identify anyone by name. When we write our reports and discuss our findings, information from all the people we speak with is compiled and presented so that no one person can be identified.

With your permission, I would like to audiotape our conversation so that I can listen at a later time for points I might miss during the conversation. If you prefer I do not audiotape our conversation, I will rely exclusively on my notes. In either case, if you decide some part of the interview should be off the record, please let me know. I do not have a recorder on now; is it okay with you for me to turn it on?

Do you have any questions before we begin?

Your verbal decision to participate in the interview will be considered as your consent. Do I have your verbal permission to participate in this interview?

Great, I'd like to begin by learning just a bit about you and your role.

Background Information

[*If not someone we have interviewed before*] I'd like to start by having you tell us a little bit about your background.

1. **When and how did you come to work at PTC? What prior experience did you have with Year Up or similar programs?**
2. **What is your role here at PTC? What are your main responsibilities? What do things look like for you in a typical day or week?**

Cross-cutting Issues-CUTTING

Overall Program—L&D Phase

Goals for L&D

1. **During this cycle, what are the main goals for participants during the L&D?**
    a. (Veteran) Are these similar or different from prior cycles? [If different] Can you talk a bit about the differences?
2. **So far, what things are going well with this current cohort?**
    a. (Veteran) Would you describe this as better, about the same, or worse than the last cycle?
3. **In this past cycle, What YU strategies or services seem to you to have been critical to students' success in L&D? What have been challenging?**

General Assessment of L&D This Cycle

Participants' Readiness for L&D

1. **In your work with students in L&D this cycle, how would you judge their readiness for college coursework? What about their readiness for other aspects of Year UP?**
2. (Optional) What are some of the strengths of this group of students?
3. **Are there any gaps in student's preparation for Year Up? If so, what is the biggest gap in preparation you see? Any other big gaps?**

General Assessment of Program Support & Services During L&D

1. **What resources do you have to support students—particularly, students who you see as coming in unprepared?**
    a. **[Veteran Staff]** How do these resources compare with what you had for students in previous L&D cycles?
        i. [If Changes] How have the changes affected what you and/or others at YU are able to do to help students succeed that have been put in place this cycle, especially with regards to academic outcomes?

2. **What additional supports or services were added in your site this year? How much have these resources been accessed by students? How helpful do you find them for students, especially in terms of their academic success?**

3. **If Year Up were able to add resources to the program to help students during L&D, what would be your top recommendations?**

    a. Why do you pick these things? Do you think your colleagues would agree with this or are they likely to have other priorities? If so, can you give some examples?

General Assessment of College Services & Support During L&D

1. **Are there things that have been problematic in terms of the College's role in L&D for this cohort? [If so] Can you talk a bit about those things? What might be helpful in addressing [that/those things]?**

2. (Optional) Are there things that you have had to adjust in how Year Up operates in this site? Are these because of things that are related to the College? Employers you work with? What else is going on in the City?

Orientation/Staff Training

I'd like to switch gears a bit and talk about the planning for this cohort of students. I know that there lots of discussions here about how you could improve student success rates in the L&D Phase. I'd like to get a sense of how this played out at the staff level.

1. **(PM) Prior to Orientation, what kinds of preparation activities were there (for example, staff meetings and/or trainings)? What was similar and what was different from prior cycles?**

2. **(PM/Coaches)** When orientation arrived, did you feel prepared for the incoming class (e.g., had sufficient info on their backgrounds, the program set up, etc.)? [If a veteran] Can you compare how prepared you felt this cycle compared to previous ones? [If more or less prepared] Can you elaborate a bit?

Learning & Development Experience

1. **How would you describe the PTC philosophy about and general approach to the teaching, advising, and supporting students during L&D? [For veterans] How does this compare with the philosophy last cycle?**

[*If involved in teaching or advising*].

2. ****Can you talk a bit about the teaching/coaching you have do with your students? [For veterans] How does this compare with your approach last cycle?**

Academic Monitoring

Tracking and Responding to Triggers [*For staff with coachees*]

General Approach

1. **Please describe your approach to monitoring how your coachees were doing in their courses.**

2. **What are the points of direct contact with your coachees? How often and what context do you connect with them directly?**

3. **How variable is the contact across your coaches? [If variable] What accounts for the variability?**

Information Flows

1. **Where else do you learn about how your coachees are doing? Do you get to see their college record (for example, through viewing the schools LMS)?**

    a. Would you likely know if they were not attending? How would you know? Turning in homework?

    b. Doing poorly on homework or tests? What about if they were scheduled for a test? How would you know these things?

    c. [For the things they don't know about] Is there a way you could learn this? What would that be? What would it take to get access?

2. **How would you describe the degree to which you tend to follow a pre-planned approach to advising/counseling on particular topics versus responding in real-time to student needs? Can you give examples?**

3. **(ALT) Were there some academic challenges that you were able to address ahead of time, due to the use of the protocol or pre-planned approaches?**

Individual Coachee Performance

1. **(Coaches/PMs) How many coachees do you have in the cohort currently in L&D? Of these coachees, how many do think are succeeding? How many are struggling? (see below for questions about individual coachee)**

Coaching Sessions

1. **Can you talk a bit about your general approach to dealing with students when you learn they are struggling academically?**

2. **What supports and resources do you have to draw on? How easy is it to get them for students in a timely manner? [If not drawing on these supports] What are the challenges?**

    a. What supports have your students needed that you were not able to provide? How common is this need? What was the main obstacle to getting the support?

3. **Were certain student issues flagged to you in advance of the cycle?**
[If yes] How did having that information in advance affect what you did for those students?
[If not at all] Can you talk about why not?

4. **(ALT)** How do you use the Academic Coaching Resource Guide? How helpful has it been? Can you elaborate on the reasons?

5. Which resources were particularly useful for monitoring students? Which were not helpful?

Communication with Instructors/TA's

1. How often do you interact with college staff?

    a. [For PM or other staff with direct communication with College Staff] Can you talk about the kind and extent of interaction you have with college instructors?

b. Who do you interact with? Who typically initiates these exchanges?

c. [If advising] Do you get information about individual students? Curriculum schedules? Other kinds of things?

d. Did you have any direct contact with the college instructors about particular students? What medium did you usually use? What are examples of the reasons for the contacts? How frequent were they? How useful were they?

2. (PM) Have you tried to gather academic milestone data? Information on courses? Other things? What has been your success?

a. Did you try to gather data on students from instructors? Feedback? How successful were you? If so, where did you track this information? [If not successful] What seemed to be the roadblocks to getting the information?

3. **(PM/AC)** Has the nature and extent of your interactions changed over time—for example, between last cycle and this? [If yes] How? What about over this cycle? [If yes] How? What led to the change?

4. What challenges did you encounter in getting information you wanted to help you do your job?

Academic Supports

1. To what extent do students have access to the necessary course materials?

a. How many [students/of your coachees] faced challenges accessing course materials this cycle? [If some did] Were you able to help students get access? [If yes] What did you do to help?

2. Do you use schoology? [If yes] How and how often? [If no] Why not?

3. To what extent do [students/your coachees] take advantage of tutoring?

a. [If use tutoring a moderate amount or more] What is the nature of the tutoring typically used? Where is it? Courses most often used for? Are they generally finding and using it on their own or are you or someone else at Year Up guiding them to the tutoring? Does it seem to be helpful? [If not] Any sense of why not?

4. What is your overall experience with the tutoring resources available for students?

a. Is there tutoring available in the subjects students need help with? Are the tutors knowledgeable? Is the tutoring available at times in locations that "work" for students?

5. If Year Up or the college were to add or modify student support services, what would be your recommendations for priority additions or modifications? Why?

Persistence

1. Have any [students/of your coachees] fired themselves or left the program thus far this semester? How many and why?

2. In hind sight, are there things that Year Up could/should have done to help avoid this/these early termination(s)?

3. What kinds of things might Year Up alter with its approaches to working with students during L&D that could lead to better outcomes? Do you have strategies of your own that you try to implement to help these under-prepared students? [If yes] What are some examples?

4. In your experiences working with the current group of students in L&D, what things have gone really well? What things have not gone so well? What things might you change in your practice going forward as a result of your experiences thus far? Can you give me some examples?

A: Student A: On Track for Success

First, I'd like to talk briefly about one of your coachees who is solidly on track. Thinking about this coachee …

1. Has [A] had any difficulties in the program? [If yes] Like what? Did you know about these before the academic issues emerged? How did you learn about them?

2. Has [A] had any contract infractions? [If yes] Like what?

3. Has [A[had any academic challenges that you are aware of? [If yes] Can you give me some examples?

How much contact do you have with [A]?

B: Student B: Struggling Student

Next, I'd like to talk about one of your coachees who has had some difficulty. Thinking about this coachee…

1. Can you tell me a bit about the problems [B] has had? What are your thoughts about factors that may be contributing to this? Did you know about these beforehand? How did you learn about [it/them]?

2. Has [B] had major contract infractions or does [B] have low points overall?

3. How is [B] doing in his/her courses? Which ones are problematic?

4. What are examples of the kinds of things you have been able to do to help [B]? What kinds of things would like to have been able to do, but couldn't?

5. When did you first become aware that [B] was having difficulty?

6. Who else among the Year Up staff has been working to help [B]? Can you talk about this a bit?

7. In general, how much and what kinds of special guidance and support have you found that your students needed?

Appendix N: Tips for Engaging with Instructors (from Academic Coaching Binder)

Potential questions to ask your coachee when beginning the conversation about instructor engagement.

- How are your relationships with instructors? (specify in notes)
- Have you had any recent challenges with instructors?
  - If yes, what are they? How have you dealt with them?
- Does your instructor have office hours? Have you gone to your instructors' office hours?
- Have you asked for extra help from your instructors?
  - If yes, what advice or help have they provided? Have you acted on this?
  - If not, what has prevented you from reaching out? (Probe w/ questions below)

Issues Preventing Students from Engaging w/ Instructors	Suggestions
Do they appear too busy?	• Send an email to set up a time to meet • Send specific questions via email
Are they intimidating?	• Approach them with another YU student • Send an email before class and ask if there might be a good time to meet afterwards. • After class, ask what is their desired mode of communication, so you can reach out if you have questions.
Are you unaware of how to start this kind of conversation? Do you have their contact information?	• Let's brainstorm some questions to ask (see samples below) • Come prepared with a specific assignment that you have questions about • Make sure you keep track of each instructor's email address, and phone number if they give this out • Keep this information in your planner or in a google spreadsheet

Advice for Engaging with an Instructor

- Come prepared with specific questions. Write these down in advance.
- Bring the assignment that you have specific questions about & highlight areas that you need help/ clarification.
- Send email to set up a meeting or notify instructor you would like to connect during office hours.
- When meeting with instructor, begin by sharing the areas you would like help with, reference their feedback.

Potential Question Prompts:

- I was reviewing your feedback on (x assignment) and was unclear what you meant by (y) could you explain this a bit more? What can I do to improve on this?
- I was reviewing your feedback on (x assignment) and was hoping we could discuss what steps I can take or what strategies I can use to improve on this?
- We haven't gotten much feedback on (x) and I was wondering if I could share a paragraph with you to see if I am on the right track?
- Is there a good time that we might be able to meet to discuss (x)? Or is it best if I send my questions via email?
- Are there good resources that I should look into to get extra help with_____?

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Appendix O: Troubleshooting Academic Challenges (from Academic Coaching Binder)

Challenge #1: Student difficulty with instructor…

(Refer to Tips for Engaging with Instructors Handout in Coaching Binder)

Feels the instructor is not approachable or too busy.

- □ Email instructor a day or two before class to set up a time to meet (offer to meet before or after class, or suggest they provide a time that is convenient for them).
- □ Email or notify the instructor after class that you would like to attend their office hours.
- □ Approach the instructor with another YU student.
- □ Speak with Pierce Academic Advisor.

Difficulty understanding his/her feedback.

- □ Review feedback with a peer, study hall supervisor, or tutor.
- □ Email instructor, asking to meet at a time that is convenient to review the feedback. Come prepared with specific questions and highlight the areas in need of clarification.
- □ Be sure to ask instructor about the key area to focus on in order to improve.

Not receiving enough feedback.

- □ When meeting with your instructor, ask if they might provide feedback on something small (i.e., introductory paragraph, excel problem, etc.)
- □ Speak with Pierce Academic Advisor.

Challenges with his/her teaching style.

- □ Coach brainstorms strategies for troubleshooting based on specific instructor issue.
- □ Speak with Pierce Academic Advisor.

Challenge #2: Student has difficulty with time management…

Feeling overwhelmed with workload, struggling to balance demands of work, school, & personal

- □ Use scheduler in coachee binder to set aside a specific amount of time to work each day.
- □ Coach helps student to map out a weekly work plan.
- □ Select a time each week to engage in a group study session.
- □ Create a list of key priorities that need to be completed (deprioritizing assignments or work that is not time sensitive)
- □ Refer to organizational assessment and exit ticket interactive
- □ Review time management orientation slide deck and encourage coachee to write out day or week plan in hour or half hour blocks
  - Block out time to complete coursework each day
  - Schedule meeting w/ instructor, peer, or tutor
  - Select a time to do a group study or work session
- □ Work with coachee to write their own "checklist for success" (example and template here)

Trouble focusing or difficulty managing distraction when trying to work.

- □ Identify key distractors and brainstorms ways to minimize these (i.e., putting cell phone on silent when working, closing social media on computer)
- □ Find or create an effective study space (i.e., room at home, library, computer lab, coffee shop)
- □ Set aside times each week to spend in the designated study space

Limited computer/internet access.

- □ Check out tablets
- □ Find time each day to access computer lab
- □ Be sure to focus on computer-related assignments during the school week (leaving reading and writing for weekend whenever possible, printing any assignments for the weekend)

Challenge #3: Student is struggling to master certain skills

(Refer to resource and contact sheet in Coaching Binder)

Writing, excel, math…

- □ Student schedules a meeting with tutoring service and coach follows-up during next coaching session or later in the week
- □ Suggest student identifies a peer or multiple classmates to work with on a difficult assignment or study for an exam (create a study outline of the key topic areas to review as a group)
- □ Begin an online tutoring session (SmartThinking) and develop a plan for using this

Study Skills

- □ Identify a study strategy to try this week (Review study skill ideas for each learning style)
- □ Work with tutor to identify a new study strategy or revise a current strategy
- □ Spend 15-20 minutes working on key focus area identified by instructor and return to instructor with any questions and/or ask for feedback (in a personal meeting or during office hours)
- □ Rather robust collection of resources from a nonprofit, similar to College Board: https://www.collegeatlas.org/top-study-skills-college-student.html
- □ Study and Success Strategies—Berkeley Student Learning Center: http://slc.berkeley.edu/study-and-success-strategies

Other Challenges? Ideas for solutions?

Brainstorm ideas here…

Appendix P: Warm-Up Questions Suggestions (from Academic Coaching Binder)

- What has been the highlight and lowlight of your week—personally, professionally and academically?
- What are you most looking forward to and most anxious about looking ahead to next week and the next year—personally, professionally and academically?
- What is something that is going well and something you're concerned about—personally, professionally, and academically
- What was the pit and the peak of your week—personally, professionally, and academically
- What was the most memorable moment of the past week at Year Up? In your college classes? Personally?
- What word would you use to describe the past week of your life—at Year Up, in your college classes, and outside of here?
- If you could give your classroom presence a grade this week, what would it be and why?
- What is something you've never done in class but would like to try?
- What's a quality you admire in one of your classmates and why do you admire it?
- What do you do when you are bored in class? How do you keep yourself motivated?
- What are you most proud of in your college classes at this point in the semester?
- Who is your favorite and least favorite college instructor and why? What about their style works or doesn't work for you?
- What happens when you face a challenge or a setback with an assignment or your coursework? What is something you can do to remain committed and motivated?
- Have you ever had a moment when you felt really proud of something you did in a class? An accomplishment? What did you do to bring about that success?
- Do you ever get distracted or feel like you can't focus when doing your coursework? If so, what are some the common distractors? Are there some things you can do to minimize these distractions?
- What is one thing that you have learned that you hope to pass on to somebody in the future? What is one thing that you want passed on to you? Explain.

Feel free to brainstorm more of your own below:

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Appendix Q: Weekly Academic Notes Sheet Used for Coaching Participants in the Alternative Strategies Group

Coachee name_____

Course name	Most recent grade	Overall grade

Notes on challenges:

Notes on coachee goal:

Which resources has student tried, if any? (check all that apply and indicate frequency below)
□ Tablets/Computer Access □ Library □ In-person tutoring □ Online Tutoring (Smarthinking) □ Supervised study hall □ Study Groups □ Met with college advisor □ Other_____
Notes (indicate frequency and any issues here):

Will student try anything new this week? □ Tablets/Computer Access □ Library □ In-person tutoring □ Online Tutoring (Smarthinking) □ Supervised study hall □ Study Groups □ Met with college advisor □ Other_____

Coach follow up for next week: (Check all that apply)
□ Bring up this coachee's academic issue during LC meeting □ Email or speak with PM for assistance □ Recommend development of Academic EPIC plan □ Follow up with student later this week (outside of coaching time) □ Follow up with student during next coaching session □ Alert study hall supervisor of assignments, issues, or plan for follow up support □ Support coachee by proofreading and/or giving feedback on an assignment □ Plan next coaching session's interactive to support coachee with this particular challenge □ Other_____