The resources listed below include promising practices and strategies to address unique challenges and develop effective solutions. Though some are written with schools as the implementers, all of these strategies can be applied to community-based organizations working with youth.

**PROGRAM DELIVERY**

**College & Career Readiness & Success Center**

**Developing a College- and Career-ready Workforce: An Analysis of ESSA, Perkins V, IDEA, and WIOA**

- A *brief* to help state and local agencies identify opportunities to align and leverage policies, programs, and funding across the three laws to support the education-to-workforce pipeline;
- A *workbook* to facilitate cross-agency conversations to identify and plan for alignment opportunities across ESSA, Perkins V, IDEA and WIOA; and
- An *interactive tool* that identifies specific language in the laws that address college and readiness topics and help state education agencies and local education agencies find new or greater alignment opportunities in their plans.

**National College Attainment Network & IHEP**

**The Role of Community-Based Organizations in the College Access and Success Movement**

- This brief focuses on the role of community-based organizations on college access and success for underserved students. Community-based organizations can be a valuable asset and can facilitate completion across the education spectrum, from early childhood through postsecondary completion, and successful entry into the workforce. The brief provides features of an effective community-based organization program, such as effective assessment and partnerships/cross-systems collaboration.

**American Education Research Association**

**Including College and Career Readiness Within a Multitiered Systems of Support Framework**

- This resource describes current practices of college- and career-readiness based on secondary school reform efforts. It provides an overview of a college- and career-readiness framework underscoring both academic and nonacademic factors necessary for student success. To operationalize college- and career-readiness approaches within secondary schools, an effort must be made to utilize existing interventions and strategies as well as data-informed efforts included within multitiered systems of support.

**Resources for Youth in Grades K thru 12**
**Education Strategy Group**

**Precollege Interventions Help Increase College Readiness, Reduce Remediation: Lessons Learned from Tennessee Sails**

- The focus of this resource is leveraging rigorous, aligned statewide assessments in high school and use them as early college readiness indicators for placement into credit-bearing courses. Early warnings from rigorous 11th grade assessments can help close the preparation gap before postsecondary enrollment, but only if students are provided targeted supports to meet college-ready benchmarks.

**RELATED DATA INDICATORS TO TRACK OUTCOMES:**

- **ILEARN passage rates — English and math** (Indiana Department of Education)
- **Students earning an honors diploma** (Indiana Department of Education)
- **Students earning a Core 40** (Indiana Department of Education)
- **Students graduating with a waiver** (Indiana Department of Education)
- **Students who took and passed an AP test** (Indiana Department of Education)
- **Students who took the SAT or ACT** (Indiana Department of Education)
- **Students who earned dual credit** (Indiana Department of Education)
- **Percentage of graduates who are 21st Century Scholars** (Indiana Commission for Higher Education)
- **Number of students who earned an industry certification** (Indiana Governor’s Workforce Cabinet)

**DIVERSITY, EQUITY, AND INCLUSION**

**National College Access Network & IHEP**

**Supporting Men of Color Along the Educational Pipeline: Research and Practice**

- This report outlines research on men of color in terms of access to and success in postsecondary education. Specifically, the brief identifies successful pre-college programs, research, and/or policy initiatives designed to address these issues and includes interviews with practitioners and researchers who work directly with these students.

**College & Career Readiness & Success Center**

**Improving College and Career Readiness for Students with Disabilities**

- The brief provides context and background on the numbers of students with disabilities who are college and career ready; examines issues and strategies related to preparation and readiness for postsecondary education and careers; and includes examples of current programs and policies that help students with disabilities to successfully transition to college and career.

**Percentage of Students Suspended by Race and Ethnicity, Indiana: 2018**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>7.8%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>6.9%</td>
</tr>
<tr>
<td>Multiracial (two or more races)</td>
<td>14.8%</td>
</tr>
<tr>
<td>Hispanic Ethnicity and of any race</td>
<td>10.2%</td>
</tr>
<tr>
<td>Black</td>
<td>24.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.4%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

*Source: Indiana Department of Education*
The Hamlin Institute for Disabilities

Promoting College and Career Readiness With Middle School Youth With Disabilities: Lessons Learned From a Curriculum Development Project

- This article highlights the importance of early college- and career-readiness instruction for middle school youth with and without disabilities. Engagement and academic success in middle school is critically important to ensure students with disabilities complete high school and have a viable path to and through postsecondary education. Although most middle school students say they want to pursue postsecondary education or training, a significant proportion are not actively engaged in college- and career-readiness activities in middle school.

RELATED DATA INDICATORS TO TRACK OUTCOMES:

Disaggregating data by place, race, income, gender, social service (e.g., SNAP/TANF recipient, foster care youth, McKinney-Vento/homeless youth, etc.), and/or immigrant status. Additionally, the following are also key to track and disaggregate:

- High school graduates enrolling in college
  (Indiana Commission for Higher Education)
- College students who did not need remediation
  (Indiana Commission for Higher Education)
- College students who completed all attempted coursework
  (Indiana Commission for Higher Education)
- College students persisting to 2nd year
  (Indiana Commission for Higher Education)

The Expanding Minds and Opportunities

The Potential of Career and College Readiness and Exploration in Afterschool Programs

- Many afterschool and summer learning programs expose youth to the importance of college by taking them on visits to college campuses, working with students and families to identify prospective colleges, providing assistance in the college application process, helping families navigate the financial assistance jungle, and providing encouragement and support to students who do not see themselves as college material. These activities, which many high schools do not have the time and resources to provide, are key to helping students become college ready and make a successful transition into college.

RELATED DATA INDICATORS TO TRACK OUTCOMES:

• Ratio of population to one mental health provider
  (County Health Rankings)
• Children in poverty, Ages 0-17
  (American Community Survey)
• Child abuse and neglect rate per 1,000
  Children, Under Age 18
  (Department of Child Services)
• Number of suicide deaths
  (Indiana State Department of Health)
• Children removed from homes due to parent drug and/or alcohol abuse
  (Department of Child Services)
• Students receiving in- and out-of-school suspension
  (Indiana Department of Education)
• Number of kids in foster care
  (Department of Child Services)
• Access and quality of early learning
  (Indiana Early Learning Advisory Committee)

The Aspen Institute

This Time, With Feeling: Integrating Social and Emotional Development and College- and Career-Readiness Standards

- This report helps education leaders understand the mutually reinforcing relationship between social and emotional development and ambitious academic goals. Instruction that promotes students’ social and emotional development (SED) facilitates better student outcomes on college- and career-ready (CCR) standards. The converse is also true: Learning environments structured to genuinely meet rigorous standards support the development of students’ social and emotional skills. To promote deeper learning, educators need to make the most of this interconnected relationship, and to approach SED not as an add-on or discrete intervention, but as an integral part of the academic program.

WRAPAROUND SUPPORTS

College & Career Readiness & Success Center

Improving College and Career Readiness by Incorporating Social and Emotional Learning

- This brief provides a short description of what social and emotional learning is, why it is needed, and what it looks like in practice. Below are examples of practices and strategies that can be found within this brief:

  o Standards that support social and emotional learning at the federal and state levels
  o Current social and emotional learning initiatives and programs, and
  o Outcomes and measures that can be used to assess social and emotional learning programming.
Rennie Center for Education Research & Policy
Opportunity Youth: College Success
• This brief explores how policy can improve student pathways to a college degree for “Opportunity youth” (OY) and/or first-generation youth.
• Four “areas of improvement” are suggested for how colleges, community-based organizations, and state agencies can systemize supports for these populations of students.
• Areas of improvement include: Align campus systems with student needs, streamline academic progression, build student navigation skills and connect the community and campus.
• The brief provides the following for each of the four areas of improvement: Framing of the challenge, specific and actionable solutions and a brief testimony from an OY or first-generation student regarding the recommended improvement.

Jobs for the Future
Connecting Opportunity Youth to Postsecondary Credentials and Careers
• This report outlines key research findings and includes recommendations for designing the supports OY need to succeed in education, skills trainings and careers.
• 5 key strategies are identified from evidence-based models of college and career pathways and other supports for OY.
• 7 recommendations for policy makers are provided that are supported with concrete examples of implementation activities.
• Data that demonstrates the return on investment of reconnecting OY to education and career.

Aspen Institute Forum for Community Solutions
Opportunity Youth Playbook: A Guide to Reconnecting Boys and Young Men of Color to Education and Employment
• This resource highlights promising practices, strategies and resources to help communities support 16- to 24-year-old boys and young men of color who are neither in school nor employed.
• The toolkit begins with a set of cross-cutting strategies and then is organized by the six critical milestones enshrined by the White House’s My Brother’s Keeper Community Challenge: entering school ready to learn; reading at grade level by third grade; graduating from high school ready for college and career; completing postsecondary education or training; successfully entering the workforce; and reducing violence and providing a second chance.
• Each section includes an overview, strategies for taking action, and links to key organizations and resources.

Note: “Opportunity Youth” are defined as young adults ages 16 to 24 are out of school and unemployed. It is estimated that there are 4.5 million opportunity youth in the United States. (Jobs for the Futures).