

NEW STUDY SHOWS COMPREHENSIVE SKILLS TRAINING DELIVERS HUGE BENEFITS TO COLLEGE-BOUND TEENS

Study Reflects Growing Concern Among Parents About High School & College Drop-Out Rates

A study of 200 recent graduates of a new *college and career readiness process* created by a group of university professors and Fortune 500 trainers has yielded some startling results. “We’re delighted, but not surprised by what the study revealed”, said Dr. Franklin C. Ashby, CEO of The Leadership Capital Group LLC. “We had a pretty good idea we were on to something important.”

Based on methodology developed at *The ROI Institute* in Birmingham, AL, the study tracked the progress of 200 graduates of *The Great Expectations Program for High-Potential Teenagers* core program, a 24-session process dedicated to building the 10 skills top colleges and companies say they want most today. “More and more college admissions officers are focusing on the *character* of individuals”, said Don Dunbar, author of *What You Don’t Know Can Keep You Out of College*. “They’re looking for people with high personal standards, strong leadership skills and a genuine concern for others. College Admissions is not just about grades and SAT scores any more. Top colleges today are looking for *leaders*.”

And a recent commission sponsored by The National Association for College Admission Counseling (NACAC) heartily agrees. Led by Harvard Dean of Admissions, Dr. William Fitzsimmons, it found that student drive, leadership skill and motivation were actually as good or even *better* predictors of success in college than any standardized test, including the ACT and SAT.

“The NACAC study is a good example of why public education needs to bring much better balance to its secondary school curriculums”, says Dr. Ashby. “American kids obviously need the *knowledge* they’re getting in high school, but they also need the *skills* required to thrive in college and beyond. One without the other just isn’t enough any more. We need to give them *both*.”

In fact, the designers of the Great Expectations process are so convinced of the value of what they’re doing that

they’re challenging every public school system in America to start giving key life and leadership skills as much emphasis during middle school and high school as every other major subject. “Those that do will be amazed by the results”, says Professor Eric Killian of the University of Nevada Cooperative Extension, a youth development specialist. “Most secondary students get about 800 hours of instruction in math, science and social studies from the start of Grade 6 to the end of Grade 12. We need to be investing the same amount of time building the skill sets we’re talking about.”

And, not surprisingly, the overwhelming majority of parents concerned about America’s rising high school and college drop-out rates clearly agree. A recent survey by LCG of 100 parents with at least one teenage child found that over 95% “strongly support” bringing comprehensive programs like Great Expectations to their local schools. “The response from parents is very gratifying”, said Mark Mula, the former vice president of Leader Capability and Learning at Pfizer Corporation, and a Great Expectations Advisory Board member. “Parents see the logic of what we’re trying to do. And they understand the importance.”

In addition to beating the adult industry averages in each of 10 key growth areas, 92% of all Great Expectations graduates report significant improvement in their school grades as a direct result of the process, and 94% said they now plan to go to college immediately after high school. “Those are some pretty impressive numbers”, says Dr. Ashby. “And it’s why my colleagues and I are committed to putting Great Expectations within the financial reach of every teenager in America. To us, it’s always been the best, fastest and most cost-effective way to real education reform.”

Details about the Great Expectations process can be found at www.greatexpectationsforteens.com, or by contacting Dr. Ashby at FAshby1@optonline.net.