

Over the last 4 years, the Get Focused, Stay Focused non-profit has employed researchers to study the impact of the career curriculum by examining outcomes of high school students in different cohorts. The full-length studies with methodologies are available on the [GFSF website](#) for review; below are some of the highlights of findings.

Study 1: Evaluation of Implementation Year 3 for 18 Schools (2018-2020)

Researchers: Russell W. Rumberger, UC Santa Barbara

The evaluation study used an experimental design to assess both the implementation of the GFSF program and its impact on a series of student outcomes related to performance and success in high school. Twenty schools from throughout California were recruited to participate in the evaluation. Half of the schools were randomly assigned to treatment group that began the GFSF program in the fall of 2016 and the other half to a control group that were eligible to begin the program in the fall of 2017. The evaluation compares 9th grade students in the treatment (cohort 1) schools (N=8 after two schools left the evaluation) that received the program in the 2016-17 school year with 9th grade students in the control (cohort 2) schools (N=10) that did not receive the program in the 2016-17 school year

- **Across all students in the 18 evaluation schools, students who took the GFSF freshman course performed better than students who did not take the freshman course.** The raw data reveal that students who took the freshman course earned 4.19 A-G units in grade 10, compared to 3.56 units for students who did not take the freshman course, a difference of .63 units.

Study 2: A GFSF Matched Schools Study (2021)

Researchers: Russell W. Rumberger, UCSB; Jay Plasman, Ohio State University

This study used a quasi-experimental design to estimate whether schools that adopted the GFSF program (N=9) had a stronger impact on A-G course completion rates, graduation rates, and suspension rates than similarly matched schools that did not adopt the program (N=39).

- **Five of nine comparisons produced positive program effects in A-G completion rates;** for example, students who attended schools that implemented the GFSF program with high fidelity had higher improvements in A-G completion rates than students who attended similar schools that did not provide the program. Schools adopting the complete four-year GFSF program were able to improve their A-G completion rate by an average of 2.4 percentage points as compared to non-GFSF schools.
- **GFSF schools exhibit higher outcome graduation rates** than their matched schools across most of the analyses. For example, among the sample of all schools, the four-year graduation rate is 92.6 percent in GFSF schools compared to 90.1 percent for the matched school sample.
- **All comparisons produced positive program effects in suspension rates.** The magnitude of the effects was small except the sample of schools that implemented the GFSF program with high fidelity showed a program effect of 2.4 percentage points. One high school, Bishop, also showed a robust program effect of 8 percentage points.

Study 3: A GFSF Community College Study (2022)

Researchers: Russell W. Rumberger, UCSB; Jay Plasman, Ohio State University

This is a proof of concept study that assesses the feasibility of tracking students who took the Get Focused, Stay Focused (GFSF) curriculum in high school into college using state administrative data available from [CalPASS](#). The study tracked two cohorts of ninth grade students who enrolled in the [Orcutt Academy High School](#), a charter school in the Orcutt Union School District, in the fall of 2014-15 and 2015-16. The students were tracked through four years of high school and two years at [Allan Hancock College](#), the nearby community college. All the Orcutt ninth grade students took one semester of the GFSF freshman course. They also took two semesters of a senior college success course that utilized some of the lessons from the GFSF 10th, 11th, and 12th grade modules. The study compared the performance of the two cohorts of Orcutt students during their first two years at Allan Hancock with students from other high schools using a number of metrics that [research](#) has found are predictive of college success.

- **Students from Orcutt outperformed students from other high schools on several indicators of college success.** They earned more total credits and UC/CSU eligible transfer credits. They were more likely to complete their English and Math transfer credits in the first year of enrollment. They were also more likely to persist into the second year of study.