

- **Students are actively engaged in setting their own individualized goals for the Catalyst year.**
  - Individualizing the learning process to match students' needs, abilities, and interests is linked to academic achievement (Bernard et al., 2017).
- **Students participate in a peer mentorship program where they are mentored by Catalyst graduates and other students on campus.**
  - Peer mentoring supports social and academic integration into college and can buffer against stress during the transition (Collings, Swanson, & Watkins, 2014).
- **All students take a course focused on building executive function and self-advocacy skills.**
  - EF and Self-advocacy skills are strong predictors of academic progress (Dijkhuis et al., 2020) and mental health for students with autism (Wallace et al., 2016).
  - Self-advocacy and self-determination skills are linked to better post-school outcomes(e.g., employment) for students with disabilities (Test et al., 2005).

# References

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