



Helios College Knowing and Going (CKG) Annual Evaluation Report

October 2021



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ASSOCIATES, INC.

Helios College Knowing and Going (CKG) Progress Report October 2021

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About LeCroy & Milligan Associates, Inc.:

Founded in 1991, LeCroy & Milligan Associates, Inc. is a consulting firm specializing in social services and education program evaluation and training that is comprehensive, research-driven, and useful. Our goal is to provide effective program evaluation and training that enables stakeholders to document outcomes, provide accountability, and engage in continuous program improvement. With central offices located in Tucson, Arizona, LMA has worked at the local, state, and national levels with a broad spectrum of social services, criminal justice, education, and behavioral health programs.

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Table of Contents

Executive Summary	6
Purpose of the CKG Project	6
College Knowing and Going (CKG) School Site Descriptions	6
Key Findings from the Year 1 Evaluation	8
Evaluation Design.....	8
Implementation Evaluation Questions	8
Outcome Focus Questions	8
Limitations	9
Implementation Findings.....	9
CKG Outcome Findings.....	13
Recommendations to Improve Implementation.....	15
Recommendations on Improving Outcomes	16
Introduction	17
Methodology.....	18
Theory of Change & Program Logic Model.....	18
Evaluation Questions	18
Implementation Evaluation Questions	19
Outcome Focus Questions	19
Data Collection and Analysis.....	19
College Knowing and Going (CKG) School Site Descriptions	19
Limitations	21
Implementation Evaluation Results	21
In what ways does the CKG program increase schools’ capacity to support college preparation and access efforts?	21
College Readiness Team (CRT) - Survey Results.....	21
CKG Project Stipends for 2020-2021	24
How do CRTs identify and address gaps to improve postsecondary outcomes for students?	25
CRT Action Plans and Creation of a College-Going Culture	25
How have CRTs increased collaboration within schools to support postsecondary planning with students?.....	29



CRTs Increasing Collaboration	29
What support is provided to ensure CRTs have the support needed within schools to initiate and sustain college access efforts in schools after current funding ends?	30
Support Available to CRTs	30
How does the College Access Student Ambassador program support college preparedness and enrollment efforts in schools?	32
Student Ambassador Program.....	32
Student Ambassador Survey Results	32
Reasons for Becoming an Ambassador – Mid-Year Survey Results.....	32
Ambassador Role and Responsibilities – Mid-Year Survey Results.....	33
Support Available to Ambassadors – End-of-Year Survey.....	33
Ambassador Events and Outreach Activities	35
Perceived Benefits of Serving as an Ambassador – End-of-Year Survey.....	36
Ambassador Performance on Meeting Milestones	38
Program Improvement Recommendations from Ambassadors	40
Progress Toward Student-Centered Goals.....	41
What kinds of services/supports do students receive through the CKG program?.....	41
Standardized Test Preparation.....	41
FAFSA Completion.....	43
Outcome Evaluation Results	44
Has CKG contributed to increased rates of enrollment at 2- and 4-year colleges immediately following high school among high school seniors (those graduating in spring 2020) at CKG schools?.....	44
Descriptive Results of Enrollments to College/University	44
Does CKG provide the support students need to pursue postsecondary options?	52
Summary of Progress on CKG Action Plans.....	52
CRT Member - What else will it take to dramatically increase the number of students enrolling and attending a postsecondary institution?	53
CRT Member - Please share any additional comments or suggestions you have regarding the CRT.....	54
Findings.....	55
CKG Implementation Findings.....	55



Impact of the COVID-19 Pandemic on Implementation	55
CKG program increases schools’ capacity to support college preparation and access.....	55
College Access Student Ambassador program supports college preparedness and enrollment efforts.....	55
CRTs identify and address gaps to improve postsecondary outcomes for students	57
CRTs increase collaboration within schools to support postsecondary planning with students.	57
Students receive services/supports through the CKG program.....	58
CRTs have the support needed within schools to initiate and sustain college access efforts	58
CKG Outcome Findings	59
CKG provides supports students need to pursue postsecondary options	59
Does CKG contribute to increased rates of enrollment at 2- and 4-year colleges?	60
Year One Evaluation Recommendations.....	60
Recommendations to Improve Implementation.....	60
Recommendations on Outcomes	61
Appendix A: CRT Schools	62
Appendix B: Helios CKG Logic Model.....	64
Appendix C: CRT Membership by School	65

List of Exhibits

Exhibit A. CKG High School Sites 2020–2021	7
Exhibit B. Percentage of Seniors Enrolling to 2 and 4-year Colleges (2018-2020).....	15
Exhibit 1. CKG High School Sites 2020–2021	20
Exhibit 2. CRT Survey Percentage of Respondents by CKG School Site 2020–2021.....	22
Exhibit 3. Percent Strongly Agree with Statements about CRT Meeting Functioning at End of Year	23
Exhibit 4. Total Amount of Stipend Funds Provided to Each CKG School Site.....	24
Exhibit 5. CRT Goals in Order of Prevalence Across All CKG Schools.....	25
Exhibit 6. CRT School Action Planning Mid and End-of-Year Survey Results.....	26
Exhibit 7. Mid-Year Survey Results: Impact of COVID-19 on CRT Goals and Action Plans.....	28



Exhibit 8. Mid-Year - Key CRT Interview Findings Regarding Professional Development	30
Exhibit 9: Mid-Year Ambassador Survey – Reasons for Becoming an Ambassador	33
Exhibit 10. Mid-Year Ambassador Survey – Ambassador Responsibilities (N=22).....	33
Exhibit 11. Ambassador Feeling Supported – End-of-Year Survey 2021 (n=21).....	34
Exhibit 12: End-of-Year Report on Ambassador Activities.....	36
Exhibit 13 - Percentage of Ambassadors Reporting an Increase in Skill (n=21)	37
Exhibit 14. AdviseAZ Americorp Services Provided to Students.....	42
Exhibit 15. AdviseAZ Americorp Services – Group Interactions / Events	42
Exhibit 16. FAFSA Completion Rate Goals at CGK Schools in 2020–2021	43
Exhibit 17. Total Number of Seniors from Each Reporting CKG School Site from 2018-2020.....	44
Exhibit 18. Percentage of CKG Site Seniors Enrolled in Any Institution by Year 2018–2020.....	45
Exhibit 19. CKG Site Percentage of Seniors Enrolling in Any College / University 2018 -2019..	46
Exhibit 20. Percentage Enrollment for CKG Site Seniors at 2 and 4-year Institutions by Year (2018-2020).....	47
Exhibit 21. Percentage of Enrollments by CKG Site Before and After CKG Model Implementation	48
Exhibit 22. Odds of a Senior Likely to Not Enroll in 2020.....	51
Exhibit 23. End-of-Year Review – Progress on Action Plans 2020–2021	52



Executive Summary

Purpose of the CKG Project

The College Knowing and Going Project (CKG) is a partnership led by Education Forward Arizona to develop a comprehensive, data-driven, student-centered approach to college readiness at 15 high schools in Arizona. This past year the project has also been supported by partners Earn to Learn (EL), Northern Arizona College Resource Center (NACRC), and most recently Education Forward Arizona. The program aims to create a school-wide culture in which stakeholders work collaboratively to encourage low-income, first-generation, underserved Arizona students to graduate high school ready for college.

Education Forward Arizona establishes strategies with CKG schools focused on increasing students' postsecondary outcomes through the development of College Readiness Teams (CRTs), which provide an organizational framework for ongoing implementation of school-wide goals, strategic planning, and assessment of postsecondary outcomes. CRTs are responsible for increasing access to standardized test preparation, the percent of students completing the Free Application for Federal Student Aid (FAFSA), and the number of students who apply to, matriculate at, and succeed in 2- and 4-year colleges.

CRTs leverage AdviseAZ AmeriCorps members, serving as College Access Advisors, and influential high school students, serving as Student Ambassadors, to support school-wide college access initiatives and provide direct services to students. For the 2020–2021 academic year, 14 AmeriCorps members were selected to serve across 12 CKG schools and 23 Student Ambassadors were selected to serve across 14 CKG schools.

CKG's ultimate goal, or impact, is:

To increase the percentage of Arizonans completing college and to decrease postsecondary educational inequity in the state, leading to a higher quality of life for all Arizonans.

This is the desired result, 10 to 15 years out, of the program. The other long-term goal for the CKG program is to promote educational equity by increasing the number of Arizona's most underserved students who attend and succeed in college.

College Knowing and Going (CKG) School Site Descriptions

For this past year, 2020 to 2021, there were a total of fifteen CKG school sites. This was the first full academic year that the CKG model was implemented at each school site. The following Exhibit A. provides some information describing each CKG school site for the past year as of May 2021. According to this information, there were a total of 3,703 seniors at these fifteen sites who were the focus of CKG programming. Of the ten sites that reported, 1,889 of 2,212 seniors (85%) completed a 2- and or 4-year college admission application.



Exhibit A. CKG High School Sites 2020–2021

High School Sites	Total Enrollments Freshman to Junior	Total Enrollments Senior	Number of On-Time Graduates	Total Number of Counselor and Teacher Staff	Total Number of Seniors Completing a 2-year and or 4-year College Application
Ash Fork HS	59	16	17	7	21
Casteel HS	1,532	454	450	148	No Report
Catalina HS	381	128	83	67	73
Cienega HS	1,406	523	516	96	290
Desert View HS	1,466	376	308	130	438
Flagstaff HS	1,218	348	337	79	207
Globe HS	376	132	128	34	No Report
Lake Havasu HS	1,295	389	387	83	No Report
Miami Jr. — Sr. HS	194	59	60	37	78
Nogales HS	1,278	381	375	3	No Report
Round Valley HS	307	80	80	26	85
Summit HS	53	29	28	11	9
Sunnyside HS	1,589	419	349	115	495
Winslow HS	450	135	126	34	No Report
Yuma HS	880	234	192	55	193
TOTALS	12, 484	3,703	3,436	1,010	1,889



Key Findings from the Year 1 Evaluation

Evaluation Design

The evaluation focuses on program implementation, with an interest in documenting strategies and identifying opportunities for further program development and improvement to the implementation of the CKG intervention model. The evaluation is guided by the questions below, some of which center on program implementation and others on program outcomes.

Implementation Evaluation Questions

- In what ways does the CKG program increase schools' capacity to support college preparation and access efforts?
- How do CRTs identify and address gaps to improve postsecondary outcomes for students?
- How have CRTs increased collaboration within schools to support postsecondary planning with students?
- What kinds of services/supports do students receive through the CKG program?
- How does the College Access Student Ambassador program support college preparedness and enrollment efforts in schools?
- What support is provided to ensure CRTs have the support needed within schools to initiate and sustain college access efforts in schools after current funding ends?

Outcome Focus Questions

- Does CKG provide the support students need to pursue postsecondary options?
- Has CKG contributed to increased rates of enrollment at 2- and 4-year colleges immediately following high school among high school seniors (those graduating in spring 2020) at CKG schools?

Data Collection and Analysis

To answer the implementation evaluation questions above, a mixed-methods, quasi-experimental design was used including a review of program documents, administration of online surveys, and telephone interviews. Surveys and interview protocols were developed with the CKG staff. CKG staff were responsible for data collection and provided data files to the evaluator for analysis. Documents such as professional development certifications, school action plans, and creative content developed by CRT members and Ambassadors including videos and social media posts were also reviewed. The CKG program staff were responsible for data collection and provided the evaluator with files for use in analyses. Descriptive analyses were used to examine most data for this report. To measure the outcome focused on college enrollment rates, the CKG program staff worked with each school to obtain demographic information on seniors at each site as well as obtained National Student Clearinghouse data that tracks enrollments into college. The analysis of this enrollment outcome data is primarily



descriptive and includes the application of log linear analysis to conduct a preliminary analysis to explore if the proportions of college enrollment at each site and at two time periods are significantly different.

Limitations

The main purpose of this evaluation report is to provide information to CKG program staff and leadership that will lead to improving the implementation of the CKG model. The reader is cautioned that for the process level evaluation CRT member surveys were conducted at the mid-year and at the end of the year and are not matched by survey participant. The same is true for the Ambassador survey activities. In addition, response rates at both time points were different with CRT member survey respondents fewer at the end-of-year time period. While results are presented describing seniors graduating from CKG school sites and enrolling into a 2- or 4-year college, the evaluation is not designed to isolate the effects of the CKG model as the only factor that might be influencing an outcome. Finally, the school year 2020-2021 was the first full school year that the CKG model has been implemented in these school sites. The staff at these school sites are new to implementing these strategies and that provides another reason to be cautious in attributing a difference on an outcome to the CKG model.

Implementation Findings

Impact of the COVID-19 Pandemic on Implementation

Throughout 2020-2021 surveys and interviews with CRT members and School Ambassadors resulted in respondents identifying consistent challenges with reaching students and holding events such as college fairs, college reach, and school assemblies due to COVID-19. Most respondents did not suggest the pandemic had impacted the goals they formed but instead changed their approach to the work due to the virtual environment, which had delayed progress toward meeting some goals. Many also reported that college access and readiness efforts are not being prioritized by schools due to immediate needs related to the pandemic such as remote learning, developing a reopening plan, and staff and student safety. Such sentiments were particularly prominent in discussions about support from principals for college readiness and access efforts.

As the pandemic continued through the school year, the impacts on school staff, students and members of these communities continued. The evaluation design for Year One did not allow for closer examination of this issue. Relevant to this project is that there was a significant overall decrease in enrollments to Arizona community colleges in 2020. For the 2021-2022 school year it is difficult to predict in what ways the pandemic and responses to the pandemic will impact how the CKG model is implemented.



Implementation Aims:

- **CKG program increases schools' capacity to support college preparation and access.**
- **College Access Student Ambassador program supports college preparedness and enrollment efforts.**

As mentioned earlier in this report, 2020-2021 was the first full year for CKG sites to begin implementing strategies to support college preparation and access. Results from surveys with CRT members and Ambassadors indicate a wide range of progress across the CKG sites. The assumption is that the work of the CRT and the work of the Ambassador are key drivers that influence a school sites' capacity to support college preparation and access. In terms of how CRTs are functioning, across all sites the only areas that were ranked as a concern by the majority of respondents at the end of the year were:

- A lack of shared decision-making with a balanced influence of all team members.
- A lack of high-level engagement from all team members.
- A lack of regular attendance to CRT meetings by all members.
- A lack of assigning multiple meeting roles prior to the meeting to enhance meeting effectiveness.

Attention in 2021-2022 needs to continue on supporting CRTs to function effectively and to improve how CRT members are engaged and valued.

The Ambassador role is another key strategy to increase the schools' capacity to support college preparation and access. Ambassadors were in 14 of the 15 CKG sites. Ambassadors reported that they worked with the CRT Coordinator most often in their role and 95% of all Ambassadors felt strongly supported by their CRT Coordinator. Ambassadors are given twelve Milestones that they are asked to focus on completing during the year. These Milestones include specific activities that Ambassadors can do to better support overall college preparedness and enrollment efforts. Ambassadors are provided financial incentives in fulfillment of their role at each site. At the end of the year, 86% of the Ambassador respondents (n=21) strongly agreed/agreed that the Milestones did reflect how they would want to support their peers in college-going efforts.

At the end of the year, Ambassadors (n=21) reported spending between 3 and 187 hours per month in their Ambassador role. The average median amount of time reported was 12.5 hours per month. When asked to consider their impact on others, Ambassadors reported positive perceived impacts. Ambassadors most often (76%) selected the statement "helped my peers become more aware of postsecondary options". The second most often (71%) selected statement was "made a positive impact on their peers postsecondary plans"; and lastly Ambassadors (66%) selected the statement "connected my peers with the types of support needed to pursue secondary education".



The CRT and the School Ambassador component of the CKG model appear promising and are components in need of continuing improvement. Sites are encouraged to set specific, measurable strategies in their action planning process to improve these two components in 2021-2022.

Stipends in Support of Improving School Site Capacity

CKG sites were also eligible for up to \$10,000.00 in stipend supports. Total stipend spending on project activities was approximately \$114, 229.15 for the 2020-2021 year for 13 CKG sites; see exhibit below. Each site was able to submit for stipend support up to \$10,000.00 for the year. Some sites also received additional funding that was not stipend specific to support these efforts. The range of spending for the year was from \$0.00 to \$10,000.00 per site. The mean average of funds per site was \$1,862.25 and the median average of funds per site was \$3,724.50.

The types of activity supported varied widely across sites. Eight sites reported spending on prizes for the students who completed the FAFSA application and for participating in various other college readiness events. Seven sites reported spending on ACT test preparation resources and five sites reported spending on school equipment such as projectors, microphones, school-branded media drops, and a portable PA system. Six sites reported spending on food, materials, guest speakers, and activities for college promotional events.

Given how the stipends are tracked and reported, it is difficult to assess specifically the influence of these stipends on local site goal areas. It is not clear what guidance sites are given in terms of “best practices” or effective strategies to support with stipends. After a full year of implementation, sites may be able to target these finances more specifically in relationship to overall CKG model goals.

CRTs identify and address gaps to improve postsecondary outcomes for students

Each CKG site developed an action plan that included a focus on ways to improve postsecondary outcomes for students. The CRT appears to be the main group of individuals with responsibility to working on this action plan. Approximately 43% of 42 respondents to the end-of-year survey indicated that yes, the CRT has met all of the action plan goals. This represented 11 out of 14 (79%) of all CKG sites reporting. However, an external assessment of the action plans found only one site to have agreement between the CRT member report of all goals accomplished and a report on all benchmarks being accomplished. This result is noted in order for CKG Coordinators and program staff to explore further how sites develop and understand their accomplishment of action plans.

According to results of the end-of-year survey with CRT members, the top three areas of focus for improving implementation are: (1) improving how the CRT creates new and innovative ways of engaging students and families in post-secondary efforts; (2) improving how the CRT develops school wide postsecondary goals and action steps that reflect equity; and



(3) improving how the CRT can increase collaboration among school stakeholders in regard to postsecondary planning priorities.

CRTs increase collaboration within schools to support postsecondary planning with students.

Survey data largely supported the program's underlying assumption that CRTs would lead to more collaboration within schools. While not a majority held view, at the end of the school year 45% of CRT respondents (n=19) strongly agreed that the CRT has increased collaboration. This appears to be an area that CRTs can continue to focus on for improving implementation of the CKG model. Some members indicated that it would be helpful to find ways to get more teachers involved in promoting college and career readiness. In addition, better communicating the work of the CRT was viewed as important to increase collaboration within the school with departments and other groups.

Students receive services/supports through the CKG program

The primary types of services/supports offered to students are focused on: (1) increasing student access to standardized test preparation; (2) increasing the number of students completing the Free Application for Federal Student Aid (FAFSA); and (3) supporting students so that they can successfully apply to, matriculate at, and succeed in 2- and 4-year colleges. As noted earlier, the evaluation design does not include collecting any data directly from students about their experiences with CKG program services. Data related to CKG goals focusing on ACT prep and college application completion is collected as well as data on other direct services provided to students by AdviseAZ AmeriCorps members. Services and other types of support provided to students by Student Ambassadors are also documented. For services provided directly to students, 79% of these services were provided in person, 15% provided by videoconference and 6% by telephone call.

According to the senior class enrollment data provided from the CKG sites, there were 3,703 enrolled seniors. CKG reporting appears to indicate that at least 749 of enrolled seniors received some sort of direct service, or at least 20% of all eligible seniors. Activity by Ambassadors that could indirectly engage students across the CKG sites resulted in many more students receiving support. For example, Ambassadors who posted to social media resulted in over 17,988 views during the year.

With FAFSA support being the biggest area of focus, results indicate that by the end of the year, six of the fifteen (40%) CKG schools met or exceeded their FAFSA completion rate goal. Of note is that just three CKG sites performed below the actual state FAFSA completion rate for 2020-2021.

CRTs have the support needed within schools to initiate and sustain college access efforts

The majority (60%) of the CRT members surveyed at the end of the year believed that the CRT has strong support from school principals and/or vice principals. Over half, 52%, of these



respondents strongly agree that CRT members have the skills and knowledge required to lead school-wide college access initiatives. CRT members overwhelmingly expressed an interest in continuing to participate in CKG CRT. This quote summarizes many others: “This program is assisting us in increasing the capacity of our school to support college-going culture campus-wide.” CRT members identified areas of need for continued support that included: Recruiting people committed to the program and its goals, giving team members sufficient time in their “regular” work schedules to dedicate to CKG, having designated roles and responsibilities for members, having a team lead position, and considering having a large team. Other recommendations centered on how the team should function: planning before the start of school year, including the whole team in planning, having achievable goals, getting data about successful strategies used at other schools with similar demographics, and planning out meetings ahead of time and holding them regularly.

CKG Outcome Findings

CKG provides supports students need to pursue postsecondary options

Ambassador Role

Twenty-one students served in the role as Ambassador this past year representing all but one project site. These students appear to be benefitting in multiple ways for themselves and are able to directly and indirectly support their peers need to pursue postsecondary options. Of note is that 76% of the Ambassadors believed that they positively impacted their peers “becoming more aware of postsecondary options”. For themselves, 95% indicated the largest area of personal growth was more skills in the area of enhancing their abilities to reach out and connect with peers. The skill area they rated as growing in the least was improving their public speaking abilities (52%).

Also of note is that these Ambassadors had a wide range of important program improvement recommendations. A common theme is represented by this quote, “One thing I would change (and this is something as an ambassador I probably should have done more) is there should have been more awareness of my position as an ambassador so maybe the students would have reached out more and would have interacted more than they did”. At the end of the year, the majority (81%) of the Ambassadors reported some changes they felt needed to be done to improve the program.

Progress on Action Plans

An important outcome finding is that it appears that across all CKG sites, just 16 of the 48 (33%) goals set in site action plans were assessed as accomplished. Fourteen of the 15 sites set a goal to increase the FAFSA completion rate and 9 sites set a goal to increase student awareness of post-secondary opportunities. Five sites set a goal to increase their average composite ACT score. Four sites set a goal to increase the percentage of students applying to postsecondary programs. Three sites set goals to increase total scholarship awards, increase post-secondary enrollment,



and increase communication to institution staff about college and career readiness. Across all sites, 26 of the 55 (47%) of the benchmarks were assessed as met and 126 of the 214 (72%) strategies were assessed as fully completed.

How sites describe progress on action plans varied and there was disagreement when comparing CRT member perceptions of progress on action planning and the review of action plan documents submitted. These discrepancies made it difficult to assess progress across and within each project site.

The Work of the CRT

At the end-of-year survey period, 69% of CRT member respondents reported that the CRT was dedicated to improving postsecondary options for students. From survey self-reports, many CRT members expressed appreciation for the CKG program. It does appear that overall, the majority of CRT members share the perception that the CKG program is supporting students' pursuit of postsecondary goals. This quote is indicative of sentiments shared by many CRT members: "Thank you! I am not sure that we would have been able to accomplish as much as we did without our monthly CRT meetings. We are driven to build a culture of college and career readiness, but we had a lot of interruption this past year. The student Ambassadors were incredible, and we are so grateful that their efforts earned them a scholarship which helps them move forward toward their own post-secondary success".

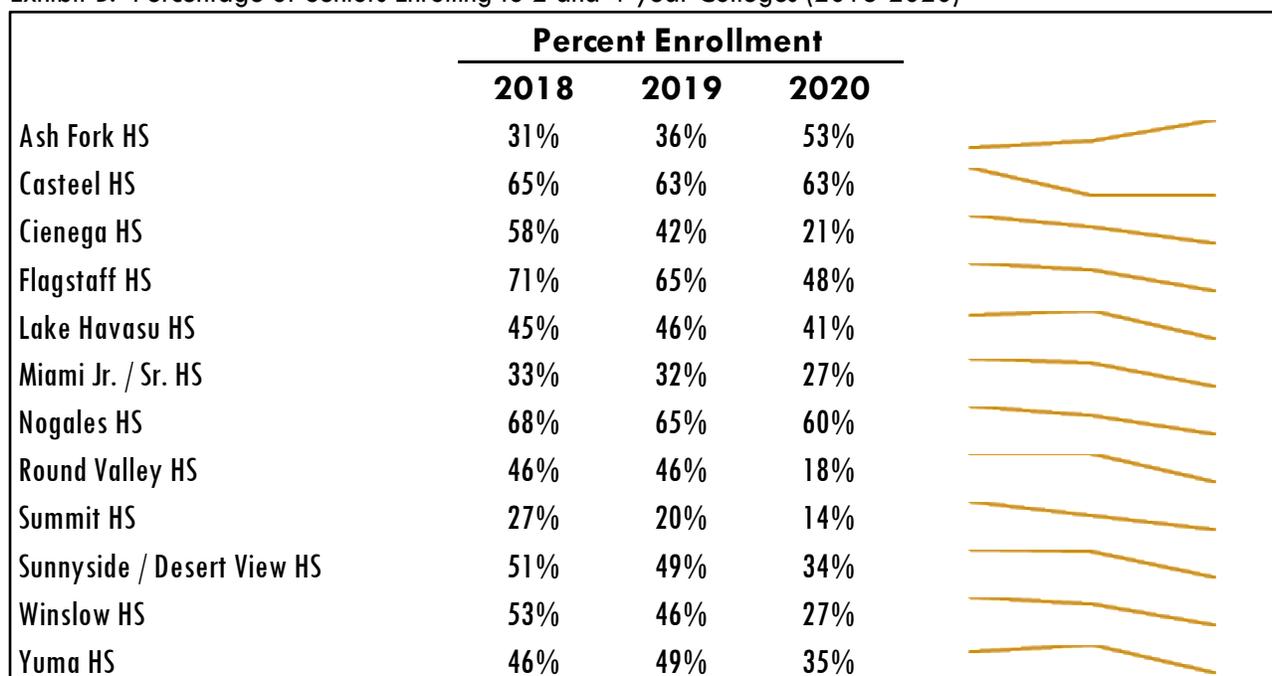
Does CKG contributed to increased rates of enrollment at 2- and 4-year colleges?

Results at this time are based on just the first year of implementation at the school sites in 2020 compared to rates in 2018 and 2019. It is important to take into consideration that first year implementation occurred most comprehensively starting in the Fall of 2020. This would therefore limit the potential influence the CKG intervention may have had at each site. The findings indicate that overall, for most sites with data available, the percentage of seniors enrolling to 2 and 4-year colleges in 2020 were down from the two previous years as illustrated in Exhibit B below.

The statistical technique of loglinear analysis was used to detect if there was a difference in proportions of enrollments comparing 2020 to 2018 and 2019 combined. While percent enrollment changed each year for each site, when analyzing all the CKG sites with data available, the odds of a senior not enrolling to college is 79% higher in 2020 than in 2018 and 2019 combined (OR 1.79; 95% CI 1.64 to 1.95). It may be that the horrendous effect of the COVID-19 pandemic on communities starting in 2020 has contributed significantly to this downturn in enrollments. This type of analysis can continue each year to further explore the influence of CKG on enrollment rates.



Exhibit B. Percentage of Seniors Enrolling to 2 and 4-year Colleges (2018-2020)



Recommendations to Improve Implementation

- The CRT strategy appears to be successful as a way to engage staff and others in supporting the CKG action plan at each site. To improve CRT functioning, teams may need support in building better approaches to consensus-based decision-making that engages all team members in more meaningful ways. Maintaining focused engagement for all team members is vital to effective team performance.
- It is difficult to track progress on site action plans with the current reporting format. School sites could be asked to set specific targets for each goal area and then self-assess on progress on each goal at year end. For example, they could rate their own progress as: Poor Progress -Did Not Meet Goal / Expected Progress – Goal Met / Exceptional Progress – Achieved More than Established Goal. In particular, it may be beneficial to carefully document the ways in which sites are achieving beyond their expectations and share those lessons learned across the initiative.
- The Ambassador role in support of overall CKG aims appears to have been a very successful component of the CKG model. It is recommended that Ambassadors are engaged as much as possible to provide ongoing feedback to CKG leadership and local site staff on ways to improve project implementation.
- Surveys with CRT members and others is the primary way information is collected about implementation. It is recommended that for both 2021-2022 mid-year and end-of-year survey data collection that respondents are matched at each time point of data collection. This will involve more coordination for data collection on the part of CKG



staff to sites. Response rates also need to be higher at each time point with all respondents. In addition, each survey questionnaire should be reviewed so that results are informing CKG program staff in ways that are relevant as the project moves into a second year of full implementation.

Recommendations on Improving Outcomes

Given that this was the first full year of implementation of the CKG model, reporting on outcomes is limited. There is evidence from survey results that overall, the majority of those involved with the CKG model across the sites believe that the work does have an impact on supporting students to prepare for and succeed in postsecondary pursuits. As mentioned above, the action planning process and documentation of results needs to be revised to allow sites to better identify how strategies are aligned with overall CKG goals and to more reliably assess progress. There are no performance standards for sites to meet so their own assessment of progress is important to document. Enrollment rates have dropped overall in 2020 which is an expected finding given the external impact of COVID-19 on college enrollments state-wide. This year demonstrated that the overall aim to improve college enrollment rates over time can be measured by site to assess CKG model impact. It is important to have complete NSC enrollment data from every site. In addition, it is even more critical to have accurate and complete data on the demographics of all students for any future outcome analyses. This is vital in terms of issues of equity and to explore how the implementation of the CKG model at sites may or may not be supporting all students to prepare for and pursue post-secondary options.



Introduction

The College Knowing and Going Project (CKG) is a partnership led by Education Forward Arizona to develop a comprehensive, data-driven, student-centered approach to college readiness at 15 high schools in Arizona. This past year the project has also been supported by partners Earn to Learn (EL), Northern Arizona College Resource Center (NACRC), and most recently Education Forward Arizona. The program aims to create a school-wide culture in which stakeholders work collaboratively to encourage low-income, first-generation, underserved Arizona students to graduate high school ready for college.

Education Forward Arizona establishes strategies with CKG schools focused on increasing students' postsecondary outcomes through the development of College Readiness Teams (CRTs), which provide an organizational framework for ongoing implementation of school-wide goals, strategic planning, and assessment of postsecondary outcomes. CRTs are responsible for increasing access to standardized test preparation, the percent of students completing the Free Application for Federal Student Aid (FAFSA), and the number of students who apply to, matriculate at, and succeed in 2- and 4-year colleges.

CRTs leverage AdviseAZ AmeriCorps members, serving as College Access Advisors, and influential high school students, serving as Student Ambassadors, to support school-wide college access initiatives and provide direct services to students. For the 2020–2021 academic year, 14 AmeriCorps members were selected to serve across 12 CKG schools and 23 Student Ambassadors were selected to serve across 14 CKG schools.

CKG Project Goals 2020-2021

- 1) Develop CRTs at 15 high schools throughout Arizona with membership from an administrator (Principal, Vice Principal), counselor(s), teacher(s), AmeriCorps Member, Postsecondary Partner, Community Member, CRT Coordinator, and CKG Student Ambassadors.
- 2) Assess existing college readiness strategies at each school to identify gaps and areas of improvement in college-going culture and establish strategies focused on addressing gaps.
- 3) Develop data benchmarks aligned to College and Career Readiness Indicators (CCRI) to inform school-wide college knowing and going practices.
- 4) Build the capacity of school counselors, staff, and administration to support and promote postsecondary planning, fostering conditions for sustainable change by focusing on capacity building, systems thinking, and the collective responsibility of all stakeholders to create an infrastructure for communication, tools, and resources to address the needs of administrators, teachers, counselors, students, and families.
- 5) Engage 24 Student Ambassadors annually who represent the unique and diverse population of students at CKG schools to support and lead college access initiatives.
- 6) Evaluate the development and implementation of CRTs to inform policy decisions.



CKG high schools are categorized by region (i.e., central, northern, southern), with a CRT Coordinator assigned to CKG schools in their respective region (see Appendix A for a list of CKG schools by region). CRT Coordinators provide guidance to CRTs in the development of annual plans that include college access goals and a plan to achieve them. As part of this guidance, CRT Coordinators share best practices in college access from other schools in the state and offer support in using data to make data-informed decisions around college access goals. A CKG Data Coordinator provides additional support in data-informed decision-making through the monthly collection of data from schools to help CRTs monitor progress toward annual goals and identify where gaps remain. The Helios Education Foundation contracted with LeCroy & Milligan Associates (LMA) as the external evaluator to monitor progress toward program goals. This annual evaluation report documents movement toward program goals, documents progress on process and outcome measures, and provides recommendations for improvement

Methodology

Theory of Change & Program Logic Model

In fall 2020, the evaluation team held two virtual meetings with key members of the CKG project team to articulate the program's theory of change and develop a logic model based on that theory. Logic models are commonly used to represent a theory of change in a graphical way to highlight how program resources and activities influence outcomes leading to the final program impact. The CKG logic model is included in Appendix B. As indicated in the logic model, CKG's ultimate goal, or impact, is:

To increase the percentage of Arizonans completing college¹ and to decrease postsecondary educational inequity in the state, leading to a higher quality of life for all Arizonans.

This is the desired result, 10 to 15 years out, of the program. The other long-term goal for the CKG program is to promote educational equity by increasing the number of Arizona's most underserved students who attend and succeed in college. To achieve those long-term goals, many other outcomes must occur first, as reflected in the logic model by short-term, intermediate, and long-term outcomes. These outcomes guided the development of the program's current evaluation plan for the 2020–2021 academic year.

Evaluation Questions

The evaluation focuses on program implementation, with an interest in documenting strategies and identifying opportunities for further program development and improvement to the

¹ Based on U.S. Census Bureau data for 2014–2018, the 5-year average for adults 25 of age and older completing college is 28.9%, compared to 31.5% nationally.



implementation of the CKG intervention model. The evaluation is guided by the questions below, some of which center on program implementation and others on program outcomes.

Implementation Evaluation Questions

- In what ways does the CKG program increase schools' capacity to support college preparation and access efforts?
- How do CRTs identify and address gaps to improve postsecondary outcomes for students?
- How have CRTs increased collaboration within schools to support postsecondary planning with students?
- What kinds of services/supports do students receive through the CKG program?
- How does the College Access Student Ambassador program support college preparedness and enrollment efforts in schools?
- What support is provided to ensure CRTs have the support needed within schools to initiate and sustain college access efforts in schools after current funding ends?

Outcome Focus Questions

- Does CKG provide the support students need to pursue postsecondary options?
- Has CKG contributed to increased rates of enrollment at 2- and 4-year colleges immediately following high school among high school seniors (those graduating in spring 2020) at CKG schools?

Data Collection and Analysis

A mixed-methods, quasi-experimental design was used to answer the implementation evaluation questions, including a review of program documents, administration of online surveys, and telephone interviews. Documents such as professional development certifications, school action plans, and creative content developed by CRT members and Ambassadors including videos and social media posts were also reviewed. The CKG program staff were responsible for data collection and provide the evaluator with files for use in analyses. Descriptive analyses were used to examine most data for this report. To measure the outcome focused on college enrollment rates, the CKG program staff worked with each school to obtain demographic information on seniors at each site as well as obtained National Student Clearinghouse data that tracks enrollments into college. The analysis of this enrollment outcome data is primarily descriptive and includes the application of log linear analysis to explore if the proportions of college enrollment at each site and at two time periods are significantly different.

College Knowing and Going (CKG) School Site Descriptions

For this past year, 2020 to 2021, there were a total of fifteen CKG school sites. This was the first full academic year that the CKG model was implemented at each school site. Exhibit 1 provides



some information describing each CKG school site for the past year as of May 2021. According to this information, there were a total of 3,703 seniors at these fifteen sites who were the focus of CKG programming. Of the ten sites that reported, 1,889 of 2,212 seniors (85%) completed a 2 and or 4-year college admission application.

Exhibit 1. CKG High School Sites 2020–2021

High School Sites	Total Enrollments Freshman to Junior	Total Enrollments Senior	Number of On-Time Graduates	Total Number of Counselor and Teacher Staff	Total Number of Seniors Completing a 2 and or 4-year College Application
Ash Fork HS	59	16	17	7	21
Casteel HS	1,532	454	450	148	No Report
Catalina HS	381	128	83	67	73
Cienega HS	1,406	523	516	96	290
Desert View HS	1,466	376	308	130	438
Flagstaff HS	1,218	348	337	79	207
Globe HS	376	132	128	34	No Report
Lake Havasu HS	1,295	389	387	83	No Report
Miami Jr. – Sr. HS	194	59	60	37	78
Nogales HS	1,278	381	375	3	No Report
Round Valley HS	307	80	80	26	85
Summit HS	53	29	28	11	9
Sunnyside HS	1,589	419	349	115	495
Winslow HS	450	135	126	34	No Report
Yuma HS	880	234	192	55	193
TOTALS	12, 484	3,703	3,436	1,010	1,889



Limitations

The main purpose of this evaluation report is to provide information to CKG program staff and leadership that will lead to improving the implementation of the CKG model. The reader is cautioned that for the process level evaluation CRT member surveys, the mid-year and end-of-year surveys are not matched by participant. The same is true for the Ambassador survey activities. While results are presented describing seniors graduating from CKG school sites and enrolling into a 2- or 4-year college, the evaluation is not designed to isolate the effects of the CKG model as the only factor that might be influencing an outcome. Finally, the school year 2020-2021 was the first full school year that the CKG model has been implemented in these school sites. The staff at these school sites are new to implementing these strategies and that provides another reason to be cautious in attributing a difference on an outcome to the CKG model.

Implementation Evaluation Results

The section on results will present information in response to each evaluation question. The purpose of the implementation evaluation is to provide information to CKG staff and others with interest in the project to assist with improving how the CKG model works at each school site. The section on results for project outcomes describes results from this first year of implementation. This information can be used to make judgements about how the CKG model is performing in this early, first year of implementation.

In what ways does the CKG program increase schools' capacity to support college preparation and access efforts?

College Readiness Team (CRT) – Survey Results

CRTs are a key CKG program component that is expected to increase collaboration among school stakeholders to support college preparation and access efforts. CRTs have diverse representation from school administrators, teachers, counselors, and other stakeholders, bringing them together to strategize how best to plan and deliver activities to reach agreed-upon goals included in the school's action plan. Appendix C includes CRT members for schools by stakeholder role. CRT members received an invitation to complete a mid-year survey in December 2020 and then an end-of-year survey in May of 2021. For the mid-year assessment N=67 completed the survey and for the end-of-year assessment N=44 completed the survey. A total of N=141 CRT member roles were established across all school sites. The response rate for the mid-year survey was 48% and the response rate fell to 31% for the end-of-year survey. Exhibit 2 illustrates that all schools had representation from at least one CRT member with exception of Globe High School.



Exhibit 2. CRT Survey Percentage of Respondents by CKG School Site 2020–2021

School	Mid-Year Survey (N=67)	End-of-Year Survey (N=44)
Ash Fork High School	6%	2%
Casteel High School	8%	9%
Catalina High School	16%	7%
Cienega High School	18%	5%
Desert View High School	5%	5%
Flagstaff High School	5%	14%
Globe High School	0%	0%
Lake Havasu High School	6%	2%
Miami Junior–Senior High School	6%	5%
Nogales High School	3%	7%
Round Valley High School	2%	2%
Summit High School	9%	7%
Sunnyside High School	12%	7%
Winslow High School	2%	11%
Yuma High School	5%	9%
Missing	0%	9%
TOTAL RESPONDENTS	100%	100%

CRT Functioning

The following results present the perceptions of those CRT members who responded to the survey on how the CRT functions. The reader is cautioned in reviewing these results as respondents at the mid-year and end-of-year survey period may not be the same CRT members.

- At the mid-year survey in December 2020, 68% of CRT member respondents (n=67) indicated that their CRT meets monthly, while 23% reported meeting on a bi-weekly



basis. Five percent of these respondents report that the CRT meets weekly, 3% report meeting bi-monthly, and 3% report meeting on some other different interval.

- At the end-of-year survey in May 2021, 80% of these CRT member respondents (n=40) reported that the CRT met at an appropriate level of frequency. While 10% of respondents reported that the CRT met too often and 10% reported not enough.

Exhibit 3 presents end-of-year survey results that illustrate how these CRT member respondents perceived how well the CRT functioned as a team. It is interesting to note that while most items received high levels of agreement indicating satisfaction with how the CRT is functioning, only 50% of these respondents strongly agreed that the CRT meetings are productive with continual progress focused on purpose.

Exhibit 3. Percent Strongly Agree with Statements about CRT Meeting Functioning at End of Year

Item	Percent Strongly Agree (n=40)
Agenda Developed and Distributed Prior to the Meeting	85%
All Viewpoints Shared and Given Adequate Time Prior to Decision-making	78%
Disagreements / Conflicts are Addressed	73%
Status of Action Items from Last Meeting is Reviewed	70%
Members Value Each Other's Role and Contributions	70%
Clean Action Items — Deadlines Set, Person Responsible Identified	70%
Meetings Start and End of Time as Scheduled	68%
Discussion Stays on Track	65%
Meeting has Clear Purpose Communicated in Advance	65%
Team Members Communicate Effectively	63%
Data Drives Decision-making (and) Relevant Data is Reviewed and Discussed	60%
Notes Taken During Meetings and Distributed to All Team Members	60%
Meetings are Productive with Continual Progress Focused on Purpose	50%
Shared Decision-making with Balanced Influence of Team Members	48%
High Level of Engagement from All Team Members	43%
Nearly All Team Members Attended Regularly	35%
Multiple Meeting Roles Are Assigned Prior to the Meeting (e.g., facilitator, timekeeper, recorder, etc.)	20%



CKG Project Stipends for 2020-2021

Total stipend spending on project activities was approximately \$114, 229.15 for the 2020-2021 year for 13 CKG sites (see exhibit below). Each site was able to submit for stipend support up to \$10,000.00 for the year. Some sites also received additional funding that was not stipend specific to support these efforts. The range of spending for the year was from \$0.00 to \$10,000.00 per site. The mean average of funds per site was \$1,862.25 and the median average of funds per site was \$3,724.50. Five of the 13 sites reported ongoing project spending over the course of the 2020-2021 school year and into summer 2021. Three sites - Ash Fork High School, Nogales High School, and Yuma High School - reported the majority of their spending in two distinct times of the year, at the beginning of each academic semester. Round Valley High School reported all its spending in May 2021 and Winslow High School reported all its spending in March 2021. Summit High School reported all its spending in the second semester. Miami High School did not provide dates corresponding with its stipend spending.

Eight sites reported spending on prizes for the students who completed the FAFSA application and for participating in various other college readiness events. The prizes included laptops, smart TVs, gift cards, t-shirts, and tablets. Catalina High School spent almost all of the stipend on student prizes. Seven sites reported spending on ACT test preparation resources such as the Pre-ACT Test and the Cantrell & Waller Curriculum. Five sites reported spending on school equipment such as projectors, microphones, school-branded media drops, and a portable PA system. Six sites reported spending on food, materials, guest speakers, and activities for college promotional events. These events were intended to educate students and parents on the ACT test and FAFSA application.

Exhibit 4. Total Amount of Stipend Funds Provided to Each CKG School Site

School	Total Stipend Amount for 2020-2021
Ash Fork High School	\$9,095.24
Casteel High School	\$10,000.00
Catalina High School	\$5,131.71
Cienega High School	\$6,979.26
Globe High School	\$4,713.09
Lake Havasu High School	\$0.00
Miami Junior—Senior High School	\$13,592.00



School	Total Stipend Amount for 2020-2021
Nogales High School	\$8,836.85
Round Valley High School	\$10,000.00
Summit High School	\$4,732.00
Sunnyside / Desert View HS	\$21,120.00
Winslow High School	\$10,029.00
Yuma High School	\$10,000.00
TOTAL	\$114,229.15

How do CRTs identify and address gaps to improve postsecondary outcomes for students?

CRT Action Plans and Creation of a College-Going Culture

In fall 2020, CRTs submitted an action plan identifying 2–4 goals they planned to achieve during the 2020–2021 school year. As shown in Exhibit 5, common goals across schools pertained to increasing FAFSA completion rates, awareness of postsecondary options for students, and increasing ACT scores.

Exhibit 5. CRT Goals in Order of Prevalence Across All CKG Schools

Goal
Increase FAFSA Completion Rate
Increase Awareness of Postsecondary Options
Increase ACT Score to Certain Benchmark
Increase Percentage of Students Completing College Application
Increase Postsecondary Enrollment at 2- and 4-Year Institutions
Increase Amount of Scholarship Dollars Received
Increase ACT Awareness, Prep, & Completion
Other* (e.g., increase students' financial literacy; establish means of collecting & analyzing postsecondary attainment data; increase the number of FAFSA Certified educators; increase partnerships around college & career readiness; increase senior survey responses; increase use of Naviance; increase participation in ECAP pilot system)

*Goals categorized as “other” were identified by only one CRT and, thus, were not goals shared by multiple CRTs.



Mid-year and end-of-year surveys asked CRT member respondents about their school’s action plan. Approximately 43% of 42 respondents to the end-of-year survey indicated that yes, the CRT has met all of the action plan goals. Results are presented in Exhibit 6 below to highlight end-of-year survey results that point to areas of improvement for action planning. The top three areas of focus for improvement appear to be: (1) how the CRT created new and innovative ways of engaging students and families in post-secondary efforts; (2) how the CRT developed school wide postsecondary goals and action steps that reflect equity; and (3) how the CRT increased collaboration among school stakeholders in regard to postsecondary planning priorities.

Exhibit 6. CRT School Action Planning Mid and End-of-Year Survey Results

Survey Item	Mid-Year Results		End-of-Year Results	
	Strongly Agree		Strongly Agree	
	(n)	%	(n)	%
The CRT created new and innovative ways of engaging students and families in post-secondary efforts.	(17)	37%	(18)	43%
The CRT developed school wide postsecondary goals and action steps that reflect equity priorities.	(23)	49%	(18)	43%
The CRT increased collaboration among school stakeholders in regard to postsecondary planning.	(19)	40%	(19)	45%
CRT has helped to identify gaps and areas of improvement in creating a college going culture at the school.	(21)	45%	(20)	48%
The CRT has helped to identify gaps and areas of improvement in creating a college-going culture at the school.	(21)	45%	(20)	48%
CRT members have the skills and knowledge required to lead school-wide college access initiatives.	(26)	55%	(22)	52%
The CRT developed school wide postsecondary goals and action steps that are ambitious.	(23)	49%	(24)	57%
The CRT has developed school-wide post-secondary goals and action steps that are clear and actionable.	(23)	49%	(25)	60%
The CRT has strong support from school principals and/or vice principals.	(29)	62%	(25)	60%
CRT members are dedicated to creating a college-going culture at the school.	(31)	66%	(29)	69%



The following results are analyses of the open-ended, end-of-year survey items that focused on CRT goal setting and achievements.

What type of data did you use to develop schoolwide postsecondary goals and action steps?

The CRT members most commonly identified FAFSA data as being the type of data they used to develop schoolwide postsecondary goals and action steps. Some of the CRT members specifically mentioned the FAFSA Finish Line website of The Arizona Commission for Postsecondary Education (ACPE) for this purpose. The second most common data used to develop the goals and action steps are participation in and scores from the ACT test. Several CRT members mentioned using data from the National Student Clearinghouse, student surveys, and college application rates. Other sources of data included AVID, AzM2, Naviance, and students' Education Career Action Plans (ECAPs).

Can you share which goals were not met and what barriers prevented your team from reaching these goals?

CRT members most commonly reported that their school had not met its FAFSA completion rate goal. Very small numbers of CRT members also mentioned not meeting various goals of students completing college applications taking the ACT Test and not being able to hold a college fair or career day. Many CRT members pointed to the Covid-19 pandemic as having created one or more barriers that prevented them from reaching their goals. Some examples of this were students not wanting to take ACT tests in person, difficulties in communicating with staff, administration being pulled in other directions, lack of time to discuss details, and inability to meet in person with students and parents.

What type of additional support around the use of data in creating goals and action plans would be helpful to the CRT?

Most of the CRT members did not report needing additional support in using data to create goals and action plans. A number of the CRT members indicated they have the support they need, and some were unsure about how answer the question. Only a small number of CRT members identified additional support needed around data. Types of additional support mentioned included hearing about what other schools are doing with their data, access to more long-term data, getting data from the Clearinghouse, and getting data comparing how much time a student spends in a prep course to what they score on the practice and actual ACT from an ACT prep company. One CRT member observed they needed to dig deeper into the data to find out "more of the 'why' students don't move into higher ed." Two CRT members indicated they needed more staffing to assist with the getting and using the data they need. In addition, several CRT members interpreted the question as meaning what other ways of collecting data were needed, with surveys being most mentioned.



Mid-Year Survey Results: Impact of COVID-19 on Action Plans

At mid-year, survey respondents and interviewees identified several ways COVID-19 had influenced their CRT’s goals and action plan. Most commonly, survey respondents identified challenges with reaching students and holding events such as college fairs, college reach, and school assemblies due to COVID-19. Other themes across survey respondents are summarized in Exhibit 7.

Exhibit 7. Mid-Year Survey Results: Impact of COVID-19 on CRT Goals and Action Plans

Theme	Representative Quote from CRT Survey
Challenges with reaching students	“It has been difficult to reach many of our students which is impacting our goals.”
Challenges with holding events or trainings	“There's many events we would have liked to put on but couldn't be due to COVID.”
Difficulty engaging parents	“Much more difficult to have in person training/support for families.”
Completing priorities limit ability to reach goals	“COVID has taken a priority for administration, staff, parents, and students.”
No impact on goals	“It has not. We meet with students on Zoom.”

Respondents commonly identified challenges with reaching students and holding events such as college fairs, college reach, and school assemblies. Further, most respondents did not suggest the pandemic had impacted the goals they formed but instead changed their approach to the work due to the virtual environment, which had delayed progress toward meeting some goals.

Several respondents suggested that college access and readiness efforts are not being prioritized by schools due to immediate needs related to the pandemic such as remote learning, developing a reopening plan, and staff and student safety. Such sentiments were particularly prominent in discussions about support from principals for college readiness and access efforts.

“College and career readiness has taken a backseat during the pandemic because of competing priorities.”

CRT Interviewee

End-of-Year Survey Results - What resources/tools would you need or like to see to overcome the barriers and inequities of COVID?

At the end of the year, CRT members identified a wide range of resources and tools as well as school and system-level changes for overcoming the barriers and inequities of COVID, although some individuals appeared to be seeing a continuum of those same needs from before to during the pandemic. A number of them mentioned technology resources for students, including reliable internet access, good laptops, and technology training. Others suggested enhanced in-school supports for students such as mentors, lower teachers-to-student ratios, and more highly qualified teachers. Other suggestions specifically related to support for postsecondary education included programming to support parents as advocates for students pursuing a higher education, more district support for CRT activity requests, field trips to campuses, tutoring to make up for lost time, and continuing supportive messaging to students after they



graduate. Some CRT members noted that in more needy communities the basic living requirements of students and their families must be addressed first in order to achieve progress in postsecondary education for those youths.

How have CRTs increased collaboration within schools to support postsecondary planning with students?

CRTs Increasing Collaboration

Survey data indicates some support for the program's underlying assumption that CRTs would lead to more collaboration within schools. As presented earlier, 45% of CRT respondents (n=19) strongly agree that the CRT has increased collaboration at the end-of-year survey period. This appears to be an area that CRTs can focus on for improving implementation of the CKG model. Analyses of some of the related open-ended survey responses at the end of the year are presented below.

Looking back on the past year what do you wish you knew to be more collaborative or productive?

CRT members identified a number of areas in which having more knowledge would have helped them be more collaborative or productive. The information they wished they'd had included what an administrator at their school had agreed to do, how to get more teachers and onboard promoting college and career readiness, a clear description of how funds could be used, other schools' successes with their goals and what college and career goals students had. The timeliness of getting information was an issue raised by several CRT members. One CRT member stated, "I wish I knew more about what admin had set up in the beginning of the year with the CRT/CKG. He had several meetings without key people and some of us were not given information in a timely manner." In terms of having the knowledge they needed to be effective, several CRT members noted the challenge they'd faced by being new to their school or the CRT. One of these CRT members explained, "I wish I had more time to learn about CKG before we became involved in the program and that the administration had voiced in detail their expectations for the school's involvement in CKG. I wish our school had more data from previous years." Another of these CRT members similarly stated, "Looking back I would like to know how the goals have been achieved in the past from the counseling department and what gaps we see and brainstorm ways we can fill-in those gaps with the support of the administrators and district".

Some CRT members took the question as an opportunity to report on what they wished they or their CRT had done to help it be more collaborative or productive. The comments of two centered on how their team might have better gotten information to parents and students. One of these CRT members reported wishing their team had thought earlier to use technology to reach students, since they only made available taped presentations late in the school year. The other noted that it would have been useful to provided pandemic-specific college application



information to parents. Other ideas provided focused more on the functioning of the CRT. These included dividing up the team’s responsibilities amongst the members, setting the team members’ schedules to make it easier for them to meet, and having goals and initiatives in place before the school year started. Finally, several CRT members mentioned that the Covid-19 pandemic had presented challenges to their team, such as not being as productive as desired in the past school year.

What support is provided to ensure CRTs have the support needed within schools to initiate and sustain college access efforts in schools after current funding ends?

Support Available to CRTs

The CKG program provides CRTs with multiple types of support to prepare them for their role including stipends to support activities such as ongoing professional development related to college and career readiness. At the mid-year implementation point, several interviewees discussed professional development in college readiness as critical to creating college-going cultures in schools. They viewed professional development in this area as the responsibility of all school staff so that they can inform students of postsecondary options. Exhibit 8 includes other key interview themes.

Exhibit 8. Mid-Year - Key CRT Interview Findings Regarding Professional Development

Theme	Representative Quote from CRT Interviews
Need for college readiness/access trainings for teachers specifically	“Just because someone is a good teacher doesn’t mean they know how to talk with students about what they want to do after graduation.”
Responsibility of all staff to participate in college readiness/access trainings	“Every person with secondary teaching certificates should have college, career, and FAFSA training.”
Value of ACT training/professional development for school staff	“Teachers just went through ACT bootcamp, and they learned a tremendous amount about the ACT. That has been a huge help.”
Need for FAFSA training/professional development for school staff	“Teachers need more training on college and career planning and FAFSA so that they are able to embed it into the curriculum and answer questions.”
Lack of professional development focused on postsecondary planning	“People are not receiving training or professional development that focuses on career and college readiness.”

End-of-Year CRT Member Survey Results

End-of-year survey results presented above in Exhibit 5 indicate that the majority (60%) of the CRT members believe that the CRT has strong support from school principals and/or vice principals. Over half, 52%, of CRT member respondents strongly agree that CRT members have the skills and knowledge required to lead school-wide college access initiatives. The following



are summaries from analyses of some open-ended items in the end-of-year CRT member survey.

Would you like to continue participating in CKG CRT? Why or why not?

The CRT members overwhelmingly expressed an interest in continuing to participate in CKG CRT. Their reasoning covered a wide range, with most mentioning the program better enabling the school to assist its students in pursuing post-secondary education. They commonly spoke of the positive impact of CKG funding on school initiatives promoting students going on to post-secondary education, sometimes describing these initiatives as an ongoing and improving culture change in their school. One CRT member stated, "It helps maintain us aligned with our school goals and provides us with opportunities we otherwise wouldn't have." Another CRT members affirmed, "Because as counselors this is an amazing equitable organization that provides partnership, resources, and accountability to provide collage access for all our students."

Some CRT members indicated getting personal and professional satisfaction through the work they do through the CRT. For example, one CRT member reported, "I feel this is a way I can contribute to the academic achievement of our students." Another stated, "This is a passion of mine for sure." A third CRT member described how the program's goals aligned with their perspectives on education: "I would like to continue working with CKG CRT because it is something that I truly believe in and is one of my biggest philosophies in education." In providing their reason for wanting to continue participating, a fourth CRT member positively described how it felt to be part of a CRT and how effectively the CRT functioned: "I personally enjoy the support we receive in implementing these goals. We have the team to lean on to bounce ideas off of and being surrounded by those who want to promote a college-going culture is encouraging and helps keep us motivated to meet the goals."

What advice would you give to a new school looking to implement CKG CRT at their schools?

A number of the CRT members' suggestions for new schools implementing CKG CRT focused on staffing the team. Ideas included recruiting people committed to the program and its goals, giving team members sufficient time in their "regular" work schedules to dedicate to CKG, having designated roles and responsibilities for members, having a team lead position, and considering having a large team. Other recommendations centered on how the team should function: planning before the start of school year, including the whole team in planning, having achievable goals, getting data about successful strategies used at other schools with similar demographics, and planning out meetings ahead of time and holding them regularly. As a CRT member stated, "The whole school needs to be on board, not just a team. New schools should take the time to announce in a staff meeting, etc. that they will be implementing a new program like CKG CRT. It takes more buy-in than just the CRT". Another CRT member suggested that the choice of goals was important, and that the choice needed to come from the



interests and involvement of staff and students: “Pick the easiest or lowest hanging fruit. Where is the momentum and interest from your students and staff. Identify advocates or staff members who have relationships with students that you may not- engage them. Make all activities a BIG DEAL, because it is. Celebrate successes! Use the data!”

How does the College Access Student Ambassador program support college preparedness and enrollment efforts in schools?

Student Ambassador Program

The CKG College Access Student Ambassador program began in the 2020–2021 academic year, with all but one (Desert View High School) of the participating CKG schools identifying at least one Ambassador to inspire peers to pursue higher education and assist with the logistics of doing so. Ambassadors are high school seniors, have a GPA of 2.5 or higher, have demonstrated financial need, are actively engaged in completing college-going activities, and have an interest in attending college. Ambassadors were selected through an application process.

Ambassadors served in this role from October 2020 through May 2021. In recognition of their service, they received a \$2,000 scholarship and letters in support of their college application. They also had an opportunity to earn up to \$250 for reaching select milestones and school college access goals. To prepare them to lead school-wide college access initiatives, such as college application and FAFSA completion campaigns and individual peer outreach, Ambassadors participated in trainings and received various types of support through the CKG program.

Student Ambassador Survey Results

A mid-year survey was administered in December 2020 to learn about students’ motivations to become an Ambassador and their understanding of the ambassador role and responsibilities. Of the 23 Ambassadors, 22 (95.7%) completed the survey, with representation across all 14 of 15 CKG schools with an Ambassador program. An end-of-year survey was conducted in April 2021 and at that time there were 21 respondents with representation from 13 of the 14 original CKG Ambassador sites. Results offer a look into students’ perceived benefits of serving as an Ambassador, participation in trainings and meetings, and engagement in outreach activities.

Reasons for Becoming an Ambassador – Mid-Year Survey Results

Respondents were asked an open-ended question about the top three reasons they applied to become an Ambassador. Responses reflected six common themes in order of frequency as reflected in Exhibit 9. It may be helpful to note that of the 21 responses to this question, 18 (86%) mentioned a desire to help inspire their peers to pursue postsecondary education.



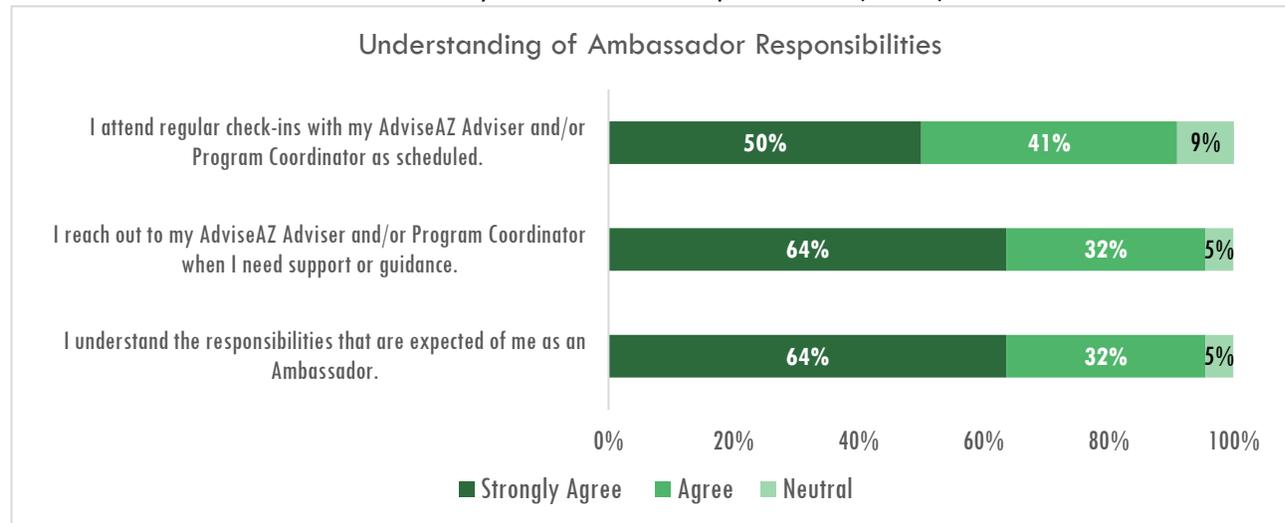
Exhibit 9: Mid-Year Ambassador Survey – Reasons for Becoming an Ambassador

Theme	Representative Quote
Desire to help peers	“I feel like I needed help when I was trying to figure out college stuff, so I thought I could help other people to relieve their stress and help them figure out what they want and how they can get it.”
Passionate about/interested in postsecondary education	“I have always been very passionate about school and education, so I was excited to help motivate others to strive for higher education.”
Desire to learn more about postsecondary education	“To gain more of an understanding about college-going efforts myself.”
Recommended to serve in this role	“I was picked by my teachers because they believed that I would excel with this program.”
Develop leadership skills	“I wanted to be able to show my leadership skills throughout my school.”
Scholarship opportunity	“I saw it as an opportunity to earn money for my college education.”

Ambassador Role and Responsibilities – Mid-Year Survey Results

As reflected in Exhibit 10, Ambassadors have a strong understanding of their responsibilities, attend regular check-ins with their AdviseAZ Adviser and/or Program Coordinator, and reach out to those individuals when support or guidance is needed.

Exhibit 10. Mid-Year Ambassador Survey – Ambassador Responsibilities (N=22)



Note: No respondents disagreed or strongly disagreed with these statements. Percentages may not sum to 100% due to the rounding method.

Support Available to Ambassadors – End-of-Year Survey

Exhibit 11 illustrates that 33% of Ambassadors (n=7) indicated that they worked with the CRT Coordinator the most. Another 24% (n=5) stated they worked with the AdviseAZ member the most and an additional 24% (n=5) reported that they worked with both the CRT Coordinator and the AdviseAZ member the same amount. Approximately 14% (n=3) indicated that they



worked with the school counselor most often and one respondent was not sure who they worked with most often in their Ambassador role. The following exhibit describes how supported these respondents felt by people in the CRT Coordinator, AdviseAZ and or other Ambassador roles. More respondents (95%) reported feeling supported by their CRT Coordinator than the AdviseAZ member (85%) and the other Ambassadors (71%).

Exhibit 11. Ambassador Feeling Supported – End-of-Year Survey 2021 (n=21)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%
Felt Supported by CRT Coordinator	1	5%	0	0%	0	0%	3	14%	17	81%	21	100%
Felt Supported by AdviseAZ Members ¹	2	15%	0	0%	0	0%	6	47%	5	38%	13	100%
	Strongly Disagree		Disagree		Not Applicable		Agree		Strongly Agree		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%
Felt Supported by Other Ambassadors at My School	0	0%	0	0%	6	29%	7	33%	8	38%	21	100%

Note 1: n=8 people did not respond to this question .

Describe the support you have received from Your CRT Coordinator.

The Student Ambassadors had only positive things to say about the support they had received from their CRT coordinator. A repeated theme of the responses was the excellence of the CRT Coordinator’s communication, such as the Ambassadors getting regular texts and e-mails about upcoming events and deadlines as well as more general check-in communications about how the Ambassadors were doing and what they needed. The Ambassadors also noted how available their CRT coordinator had been and how they had been able to get great guidance from them. Student Ambassadors particularly mentioned the moral support they had received. As one Ambassador recounted, “She would always remind us about milestones and gave us endless tips on how to complete our events and milestones, always had time for when we needed help. She is OVER THE TOP AMAZING. Would've never had the motivation to continue without her.” Another Ambassador similarly reported, “She is always available to ask



any questions and is constantly reaching out and seeking ways she can help support us in completing our milestones. She's brought clarity to us, encouraged us and uplifted us every time we speak and has made this journey both enjoyable and memorable!"

What could your CRT Coordinator have done differently to better support you?

Almost all of the Student Ambassadors felt that their CRT coordinator had supported them in all the ways they had needed and did not believe anything more could have been done for them. Two Ambassadors, however, had personalized suggestions. One wished her check-ins with her CRT Coordinator would have been weekly rather than bi-weekly. The other such Ambassador thought that it would have been helpful to have had a short check e-mail or text check-ins about the next milestone to be worked on "to keep the momentum with completing milestones."

Describe the support you have received from your AdviseAZ members.

The Student Ambassadors described the support they had received from their AdviseAZ members in highly positive terms, similar to the ways they described the support of their CRT Coordinator. They highlighted their AdviseAZ members' availability to talk, and provide advice on and help with milestones, and reminders about coming events. A student Ambassador stated, "The times that we meet she always had an open mind to help me understand the milestones better, helped me stay on track, and share tips for college." Another Ambassador stated, "My AdviseAZ members ...were two of the most amazing advisors I could have gotten! They have always made sure we had a plan when tackling milestones..."

What could Your AdviseAZ members have done differently to support you?

Ambassadors most commonly reported that their AdviseAZ members had been excellent supports and had not needed to do anything differently. However, several Ambassadors indicated that they would have preferred that their AdviseAZ members communicate more frequently with them.

Ambassador Events and Outreach Activities

Serving from October 2020 through April 2021, twenty-one student leaders leveraged positive peer influence to inspire more of their peers to pursue a higher education and help with the logistics of doing so. The College Knowing & Going Ambassadors received training on key actions that drive postsecondary success: college knowledge, college admissions and financial aid, specifically the Free Application for Federal Student Aid. Working in conjunction with their school's College Readiness Team, the Ambassadors elevated postsecondary efforts through presentations, peer outreach, and social media campaigns. The support and resources made available to Ambassadors are designed to prepare them to lead and assist with college access events and activities at their school. Due to COVID-19, such activities occurred in an online environment for much of the year. Even given the challenges presented by the online



environment, most respondents reported having opportunities to engage with peers, promote college access events, and, to a lesser extent, attend college access events. Working in conjunction with their school's College Readiness Team, the Ambassadors elevated postsecondary efforts through presentations, peer outreach, and social media campaigns. The following Exhibit 12 presents select results from the *2021 College Knowing and Going Impact Report: Ambassador Program*.

Exhibit 12: End-of-Year Report on Ambassador Activities

Activity	Result
Ambassador led college information events (online / in person).	Engaged 2, 255 students
Ambassador led classes / club events on college going topics.	Engaged 1,837 students
CKG Ambassadors provided two targeted scholarship suggestions based on each student's strengths, skills, and background.	Provided to 140 students
CKG Ambassadors helped connect student career aspirations to college majors.	Provided to 224 students
Ambassadors facilitate friendly FAFSA reminders from their peers	150 students provided reminders
Ambassadors posted at least 136 times to Facebook, Instagram and Snapchat	Posts generated 17, 988 views

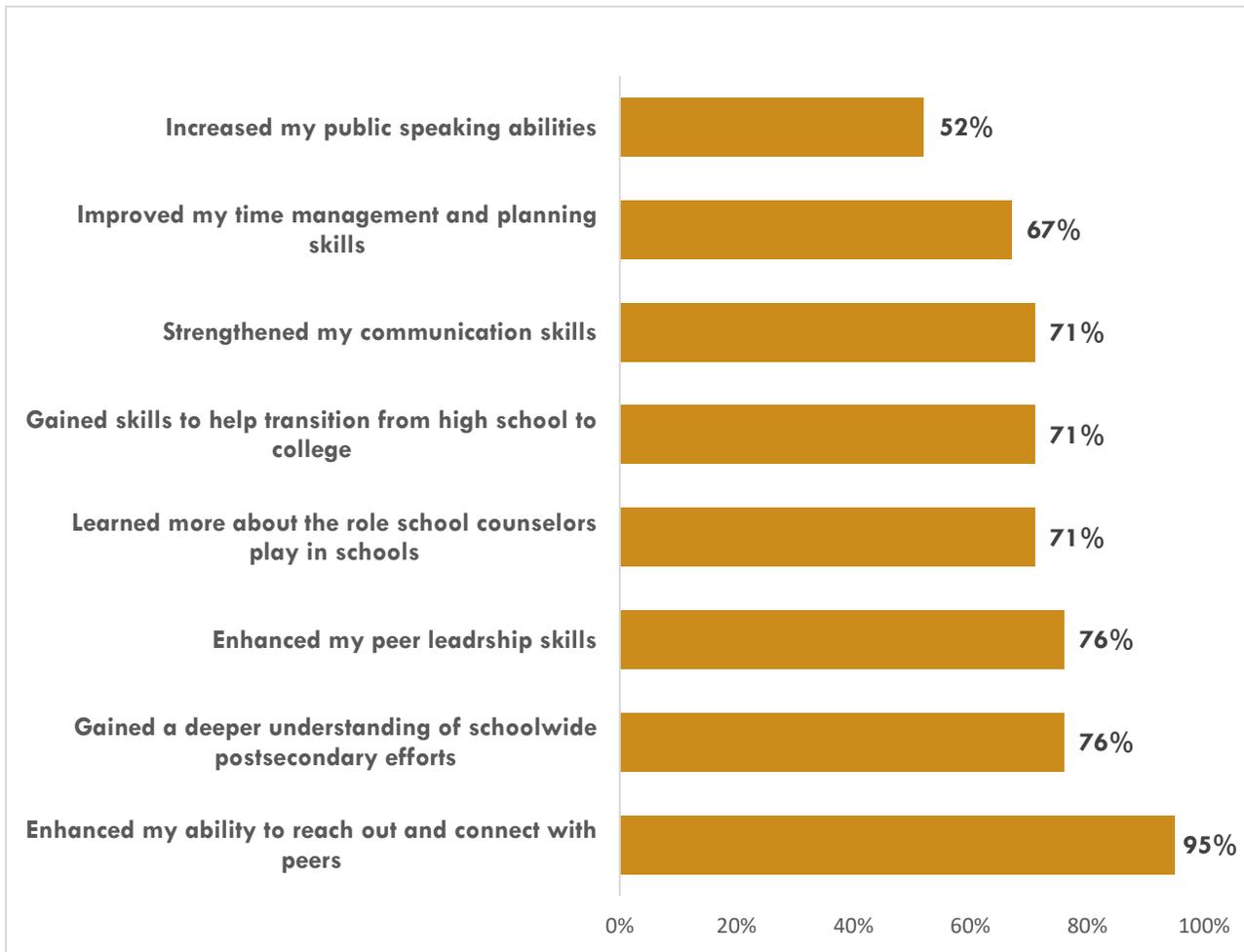
Perceived Benefits of Serving as an Ambassador – End-of-Year Survey

At the end of the year, Ambassadors (n=21) reported spending between 3 and 187 hours per month in their Ambassador role. The average median amount of time was reported as 12.5 hours per month. When asked to consider their impact on others, Ambassadors reported positive perceived impacts. Ambassadors most often (76%) selected the statement “ helped my peers become more aware of postsecondary options”. The second most often (71%) selected statement was “made a positive impact on their peers postsecondary plans”; and lastly Ambassadors (66%) selected the statement “connected my peers with the types of support needed to pursue secondary education”.

As shown in Exhibit 13, Ambassadors (95%) indicated the most area of growth was in the perception that they had more skills in the area of enhancing their abilities to reach out and connect with peers. The skill area rated as the least area of growth was in public speaking abilities (52%).



Exhibit 13 - Percentage of Ambassadors Reporting an Increase in Skill (n=21)



Ambassador - Describe any other important skills you developed.

For many respondents, they appeared to express developing more confidence as a result of their role as an Ambassador. “Being a CKG ambassador has also taught me how to present myself in a professional manner. I feel that I have enhanced my skills of talking to adults like teachers, mentors, counselors, and the principal. I have also become more confident in writing professional emails.” A few respondents also commented on how this work helped them develop more appreciation for the work of other educators. “I also developed a deeper appreciation for the work that counselors and advisors do when trying to reach out to students. It was a struggle to connect with students who didn't want to put in the effort. These people have to do that every day because of their career, and I truly have a deeper appreciation for the work that they do on a daily basis.” Finally, a number of respondents commented on the need to develop patience in their work with their peers. “Patience, helping others isn't easy all the time having the patience and time to explain to others is totally necessary. A major skill I developed was patience because sometimes (things) didn't work the way I wanted when achieving or completing milestones.”



Describe skills you did not develop but had hoped to through the Ambassador Program.

Most respondents reported that they did not develop any unexpected skills and that they ended up developing more than expected in the role. The two areas that were mentioned most often by respondents were wanting to develop more communication skills and public speaking skills. “I would’ve loved to develop more communication skill. Since we are online everybody has the option to not answer your text or email and communication was lacking in every sense there is.” The other two areas that were also mentioned were wanting skills in stress management and developing more of an “in-person leadership presence”.

Ambassador Performance on Meeting Milestones

Ambassadors are given a set of 12 milestones that they are asked to meet during the year and receive \$25 for each milestone completed. The 12 program milestones are listed below:

- Milestone 1: Attend six virtual meetings.
- Milestone 2: Complete two surveys regarding experience as a CKG Ambassador.
- Milestone 3: Connect with 15 peers to find out their career interests and assists with linking career interests to college majors.
- Milestone 4: Post college-going social media content on various platforms monthly.
- Milestone 5: Connect 10 peers who have not started FAFSA and engage them in a discussion about the next steps.
- Milestone 6: Assist students with identifying scholarships that they are eligible for and encourage them to apply.
- Milestone 7: Promote college-going topic(s) at a large school extracurricular event.
- Milestone 8: Promote college-going topic(s) at clubs or classes (in-person or virtual).
- Milestone 9 and 10: Student choice. Ambassadors create a milestone. This includes a short write-up that must be submitted one month in advance for feedback and approval.
- Milestone 11: Work with program supervisor to send to create “a nudge” to send out through Benji (a chatbot utilizing Artificial Intelligence technology to answer questions about the FAFSA and send nudges to students about FAFSA completion, school-based workshops, and other financial aid resources) to promote the FAFSA, ACT, college awareness, or scholarships.
- Milestone 12: Post about Benji on social media at least one time using a Benji graphic.

At the mid-year survey, respondents most frequently identified Milestone 7, promoting a college-going topic at a large school event, as most difficult to do because of COVID-19. Milestone 5, connecting with peers about completing the FAFSA, was the second most identified difficult milestone. Respondents selecting this milestone described feeling uncomfortable “to force” peers to complete the FAFSA if they are not interested in doing so and finding it frustrating to work with peers because many did not understand the FAFSA. A few



respondents also noted that this milestone is difficult because it requires asking peers for personal information.

At the end of the year, 86% of the Ambassador respondents (n=21) strongly agreed/agreed that the Milestones did reflect how they would want to support their peers in college-going efforts. Analysis of themes associated with Milestones from the open-ended items on the end-of-year survey are presented below.

Is there a milestone (or milestones) you would get rid of for future Ambassadors? If so, why?

A majority of the Student Ambassadors felt that all of the milestones are good. The milestone most identified as needing replacement was #11, the Benji Text Nudge. One Ambassador stated, “Just because that one isn't really something we can do. And Counselors are not always available for all students to help out.” Another Ambassador similarly reported, “All of them were easy and really helpful. But Benji and the text we had to give up on. It was the most complicated since many students never used Benji and never texted.” A third Ambassador felt the same way: “The Benji Text Nudge. Because not all schools give their ambassadors access to the students who have Benji.” A few Ambassadors also identified Milestone #7 as having been a difficult to complete during the pandemic because promoting events was hard to do virtually.

One of the Ambassadors who indicated that they wouldn't want to eliminate any of the milestones had a suggestion regard modifying some of them. They stated, “Maybe change the number of people you talk to for milestones 3,5 and 6 based off of how big the student body/senior class is for each school.”

Share any milestone ideas that you would have wanted to see that would have helped you to support your peers.

Ideas for other milestones that would be useful varied greatly. They included helping students apply for colleges/universities and identify what careers and majors would be a good fit for them. One Ambassador noted that doing a CKG and college related Kahoot! game with students had worked well for them. Another Ambassador had several milestone ideas: Asking peers for where they want to attend, what are they looking forward the most after high school, any tips that keeps them from going, and ask seniors for things they wish they knew their freshman year. “ Outreach was the focus of another Ambassador's suggestion for additional milestones: “Make flyers about college going topics and put them up around school like in classrooms, bathrooms, and hallways. I think this could be especially helpful to do in the beginning of the year for topics like the FAFSA so that students could become familiar with it throughout the year and be more inclined to complete it.” Two other interesting milestone suggestions were having students post the college they're going to and having Ambassadors also reach out to students who aren't considering going to collect to connect them with workforce or military recruitment resources.



What was the #1 motivation for you to complete milestones?

A large proportion of the respondents (38%) indicated that the #1 reason they completed their Milestones was for the \$2,000 scholarship. The next highest rated motivator (33%) was wanting to help their peers. The least cited motivators were money incentives (14%) and creating deadlines/timeframes (14%).

Program Improvement Recommendations from Ambassadors

The mid-year and end-of-year surveys asked students what the one thing they would change about the Ambassador program. At the mid-year point in time, 33% of those responding indicated that nothing needed to change about the program. At the end of the year, only 19% of respondents felt nothing needed to be changed about the program. In order to generate ideas for how to improve implementation of the CKG mode; the following Ambassador recommendations are provided verbatim:

- Having maybe a monthly check in opposed to a weekly check in.
- Giving a gift to the student that completes the most milestones.
- Having more resources inside the google classroom that relate to and promote college going topics such as ACT flyers, different scholarships available, etc.
- I would have changed the ability to have group meeting with my peers about FAFSA, but that was impossible with COVID.
- More meetings to keep me on track.
- Something I would change about the program to best support my peers would be to have more little zoom meet ups within the region. It is a better way to interact and learn more about the schools in your region and their ideas.
- More financial support.
- Motivating...more hurray and colors, balloons I don't know... most of my peers don't think of future after high school because they don't believe in themselves, if they know that there are people out there that believe in them they will start doing it themselves.
- Better reach out to them.
- Work one on one with peers.
- Getting the program more known so that students aren't afraid to share information thinking wrong about the questions and asking sometimes for personal information such as birth date and zip code.
- I think for future years it would be helpful to have a CKG sponsored event at the beginning of the year so that people on campus become familiar with it. It could be an event that serves food before a sporting/other school event with a booth explaining CKG and the goal of it. I think this would help support my peers because they would be able to learn early on that their college going efforts are supported. It would also be



helpful to engage underclassmen in the program so they can have college as a goal throughout high school.

- More interaction and promotion.
- I would allow for more milestones to be more interactive with the organization associated CK&G such as creating advertisements for HELIOS or learning more about the organization itself.
- Maybe just to have other schools communicate with each other.
- I think without Covid-19 it would have been better to do a college fair that I could have promoted.
- One thing I would change (and this is something as an ambassador I probably should have done more) is there should have been more awareness of my position as an ambassador so maybe the students would have reached out more and would have interacted more than they did.

Progress Toward Student-Centered Goals

What kinds of services/supports do students receive through the CKG program?

The primary types of services/supports offered to students are focused on: (1) increasing student access to standardized test preparation; (2) increasing the number of students completing the Free Application for Federal Student Aid (FAFSA); and (3) supporting students so that they can successfully apply to, matriculate at, and succeed in 2- and 4-year colleges.

Data related to CKG goals focusing on ACT prep and college application completion as well as data on other direct services provided to students is collected at the school site level and by CKG staff. Services and other types of support provided to students by Student Ambassadors are also documented. For services provided directly to students, 79% of these services were provided in person, 15% provided by video conference and 6% by telephone call. FAFSA support appears to be the type of service provided most often.

According to the senior class enrollment data provided from the CKG sites, there were 3,703 enrolled seniors and CKG reporting appears to indicate that at least 749 students received some sort of direct service, or at least 20% of all eligible seniors. Activity by Ambassadors that could indirectly engage students across the CKG sites resulted in many more students receiving support. For example, Ambassadors posted to social media that resulted in over 17, 988 views during the year.

Standardized Test Preparation

CRT members are tracking the kinds of supports and services provided to students at each school site. Exhibit 14 presents the kinds of activities that AdviseAZ Americorp members were



involved in with students the past year. While focusing on FAFSA completions seems to be the area of largest focus, test preparation and other kinds of supports are also noted.

Exhibit 14. AdviseAZ Americorp Services Provided to Students

Focus of Service		
	n	%
FAFSA Support	167	71%
College Application Support	26	11%
Scholarship Support	16	7%
Other	11	5%
Career and Major Exploration	7	3%
College Choice Support	5	2%
ACT Support	2	<1%
Student Life Skills	1	<1%
TOTAL	235	100%

There were also group interactions provided during the year at the CKG sites. A total of 367 students and 22 school staff were involved in group interactions / events. Exhibit 15 presents the focus of these group interactions.

Exhibit 15. AdviseAZ Americorp Services – Group Interactions / Events

Focus of Group Interactions		
	n	%
FAFSA Support	6	38%
College Application Support	4	25%
College Choice Support	2	13%
Student Life Skills	2	13%
Scholarship Support	1	6%
Other	1	6%
TOTAL	16	100%



FAFSA Completion

By the end of the year, six of the fifteen (40%) CKG schools met their FAFSA completion rate goal. Exhibit 16 presents CKG site performance and the actual 2021 state completion rates.

Exhibit 16. FAFSA Completion Rate Goals at CGK Schools in 2020–2021

School	CKG Site Goal Performance	Total 2021 FAFSA Completion		FAFSA Rate Goal ¹	Actual State FAFSA Rate
		n	%	%	%
Ash Fork HS	Exceeded	9	56%	52% ¹	46%
Casteel HS	Not Met	298	65%	69%	46%
Catalina HS	Not Met	65	65%	80%	46%
Cienega HS	Not Met	305	58%	63%	46%
Desert View HS	Met	198	52%	52% ¹	46%
Flagstaff HS	Exceeded	214	65%	52% ¹	46%
Globe HS	Not Met	57	44%	70%	46%
Lake Havasu HS	Not Met	164	43%	52% ¹	46%
Nogales HS	Exceeded	257	65%	60%	46%
Miami Jr. / Sr. HS	Exceeded	31	53%	52% ¹	46%
Round Valley HS	Not Met	40	49%	52% ¹	46%
Summit HS	Not Met	9	30%	52% ¹	46%
Sunnyside HS	Met	216	52%	52% ¹	46%
Winslow HS	Not Met	60	45%	52% ¹	46%
Yuma HS	Not Met	93	39%	52% ¹	46%

¹ Note: The state's FAFSA completion goal of 52% for the high school senior class of 2021 is used for sites without a FAFSA completion goal specified in their action plan.



Outcome Evaluation Results

Has CKG contributed to increased rates of enrollment at 2- and 4-year colleges immediately following high school among high school seniors (those graduating in spring 2020) at CKG schools?

Descriptive Results of Enrollments to College/University

In 2020-2021 CKG sites began implementation of the CKG model. In order to answer the outcome question stated above, analyses were conducted using National Student Clearinghouse data files to identify how many seniors from each CKG site enrolled in a 2- and or 4-year institution soon after graduation from high school. NSC enrollment data files and school site senior class demographic files were provided for analyses from 13 CKG sites². A total of 8,955 individual student records were used in the analyses representing students who graduated high school sometime during the three-year period of 2018 through 2020 (Exhibit 17).

Exhibit 17. Total Number of Seniors from Each Reporting CKG School Site from 2018-2020

School	# Seniors	% Seniors
Ash Fork HS	60	.7
Casteel HS	696	7.8
Cienega HS	1,349	15.1
Flagstaff HS	1,039	11.6
Lake Havasu HS	374	4.2
Miami Jr./Sr. HS	157	1.8
Nogales HS	1,231	13.7
Round Valley HS	234	2.6
Summit HS	102	1.1
Sunnyside / Desert View HS	2,600	29.0
Winslow HS	403	4.5
Yuma HS	710	7.9
TOTAL	8,955	100.0

² Data was not available from the Catalina High School site.



Student Sample Characteristics:

- Approximately 30% (n=2,654) of the sample were identified as in receipt of Free and Reduced Lunch and or Income Eligible.
- Gender - For the gender variable there were 1,087 missing records or 12% of the total sample. Approximately 52% (n=4090) of the valid cases were female students.
- Race / Ethnicity – For this variable there were 3,756 missing cases or 42% of the total sample. Approximately 52% (n=2681) of the valid cases were Hispanic / Latino, 45% (n=2320) of the valid cases were White / Caucasian, 3% (n=130) were Black / African American and 1.3% (n=68) of valid cases were noted as Asian (0.8%), Native American (0.4%) or Multiple Races – Two or More (0.1%).
- Other student characteristics: Variables noting the following student characteristics had over 50% missing data – Foster Care, Homeless, Student with Disability, English Language Learner, Parent of Student is Military and Migrant Student.

Enrollment to Any College/University Directly After High School Graduation:

- For 2018 high school graduates from all CKG sites (n=2,569), 56.2% of all seniors enrolled in a college/university.
- For 2019 high school graduates from all CKG sites (n=2,966), 52.7% of all seniors enrolled in a college/university.
- For 2020 high school graduates from all CKG sites (n=3,413), 39.9% of all seniors enrolled in a college/university.

Results indicate that enrollment has dropped from approximately 56% of all seniors enrolling in a 2 and or 4-year institution in 2018 to approximately 40% in 2020 (see Exhibits 18 and 19).

Exhibit 18. Percentage of CKG Site Seniors Enrolled in Any Institution by Year 2018–2020

	2018			2019			2020		
	# Seniors	# Enrolled	%	# Seniors	# Enrolled	%	# Seniors	# Enrolled	%
Ash Fork HS	13	4	31%	28	10	36%	19	10	53%
Casteel HS	---	---	65% ³	310	195	63%	386	243	62%
Cienega HS	494	287	58%	356	151	42%	499	105	21%
Flagstaff HS	298	211	71%	369	239	65%	372	180	48%
Lake Havasu HS	---	---	45%	---	---	46% ²	374	152	41%
Miami Jr. / Sr. HS	52	17	33%	50	16	32%	55	15	27%

³ This rate is reported from the school site directly, not from NSC data analyses.



	2018			2019			2020		
Nogales HS	424	286	68%	403	260	65%	404	241	60%
Round Valley HS	72	33	46%	74	34	46%	88	16	18%
Summit HS	26	7	27%	40	8	20%	36	5	14%
Sunnyside / Desert View HS	847	433	51%	952	466	49%	794	270	34%
Winslow HS	127	67	53%	136	63	46%	140	38	27%
Yuma HS	216	100	46%	248	122	49%	246	86	35%
Totals	2,569	1,445	56%	2,966	1,564	53%	3,413	1,361	40%

Exhibit 19. CKG Site Percentage of Seniors Enrolling in Any College / University 2018 -2019

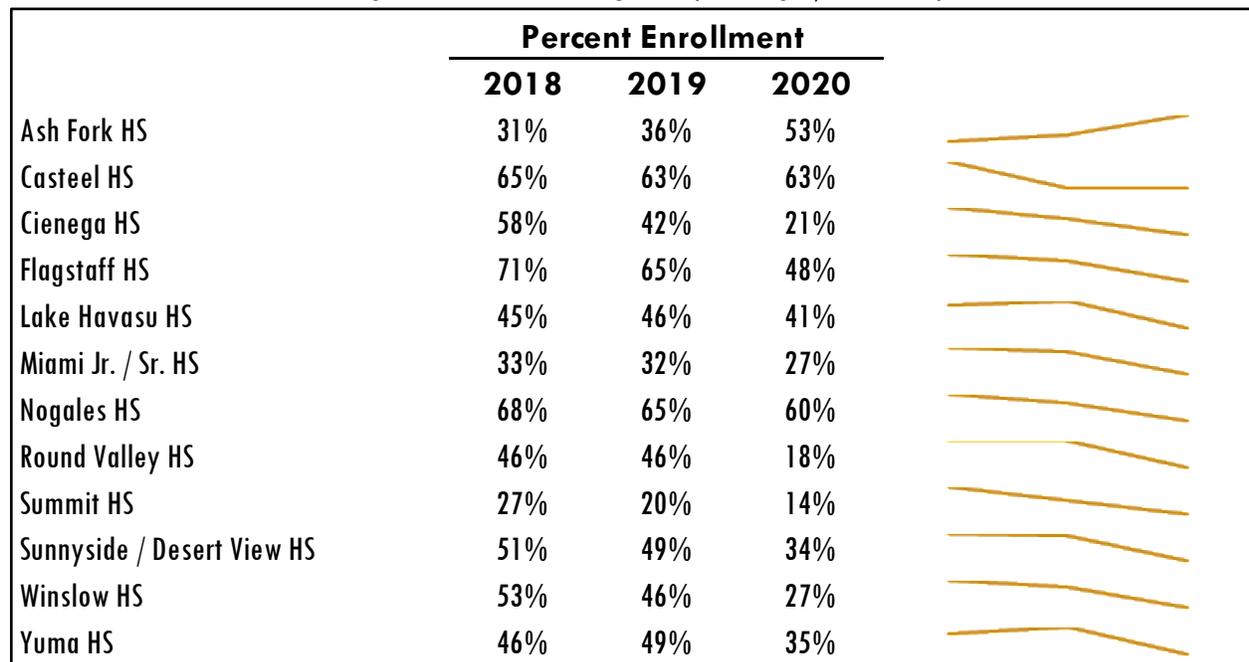


Exhibit 20 displays the percentage of seniors enrolling in either a 2-year or 4-year institution from each CKG site. For Casteel HS in 2018 and Lake Havasu HS in 2018 and 2019 rates are reported by the school site, not from NSC data. Overall, the percentage of seniors enrolling to 2-year institutions has been higher than those enrolling into 4-year institutions with the exception of 2020.



Exhibit 20. Percentage Enrollment for CKG Site Seniors at 2 and 4-year Institutions by Year (2018-2020)

	2018				2019				2020			
	#	2-year	4-year	Total	#	2-year	4-year	Total	#	2-year	4-year	Total
Ash Fork HS	13	15%	15%	31%	28	14%	21%	36%	19	32%	21%	53%
Casteel HS	---	---	---	65%	310	20%	43%	63%	386	20%	42%	62%
Cienega HS	494	33%	25%	58%	356	18%	24%	42%	499	20%	01%	21%
Flagstaff HS	298	37%	34%	71%	369	32%	33%	65%	372	22%	26%	48%
Lake Havasu HS	---	---	---	45%	---	---	---	46%	374	20%	21%	41%
Miami Jr. / Sr. HS	52	29%	04%	33%	50	24%	08%	32%	55	15%	13%	27%
Nogales HS	424	30%	38%	68%	403	34%	30%	65%	404	23%	37%	60%
Round Valley HS	72	28%	18%	46%	74	36%	09%	46%	88	09%	09%	18%
Summit HS	26	23%	04%	27%	40	18%	03%	20%	36	11%	03%	14%
Sunnyside / Desert View	847	32%	20%	51%	952	35%	14%	49%	794	15%	19%	34%
Winslow HS	127	31%	22%	53%	136	24%	22%	46%	140	15%	12%	27%
Yuma HS	216	40%	06%	46%	248	40%	10%	49%	246	30%	05%	35%
Totals	2,569	32%	24%	56%	2,966	30%	23%	53%	3,413	19%	20%	40%



Comparisons of Enrollments by School Before and After Implementation of the CKG Model

This last section of exploring the outcomes of implementing the CKG model is focused on describing any important differences in enrollment to college at each site before and after implementing the CKG model. For this analysis we are assigning 2020-2021 as the first year of implementation of the CKG model. As mentioned earlier, it is important to take into consideration that first year implementation of the model may have limited impact on outcomes. The main variables that were used in this analysis are the following:

- CKG Site: 12 schools implementing the CKG model in 2020.
- CKG Implementation Period: The CKG model implementation period began in 2020.
- College Enrollment: NSC data with record of enrollment into a 2 and or 4-year institution for seniors graduating from high school in 2018, 2019 and 2020.

Loglinear analysis was used to detect the likelihood of college enrollments changing for each CKG school site comparing proportions of 2018 and 2019 combined enrollments to when implementation of the CKG model began in 2020. The following Exhibits 21 and 22 presents the percentages of enrollments before and when CKG model implementation began at each school site. Please note that percentage totals may vary from 100% due to rounding.

Exhibit 21. Percentage of Enrollments by CKG Site Before and After CKG Model Implementation

CKG School Site	Implementation	Enrolled in a College/University		
		No	Yes	Total
Ash Fork HS	Before CKG Implementation (n=41)	45%	23%	68%
	CKG Implementation Year One (n=19)	15%	17%	32%
	TOTAL (n=60)	60%	40%	100%
Casteel HS	Before CKG Implementation (n=310)	17%	28%	45%
	CKG Implementation Year One (n=386)	21%	35%	56%
	TOTAL (n=696)	37%	63%	100%
Cienega HS*	Before CKG Implementation (n=850)	31%	33%	64%
	CKG Implementation Year One (n=499)	29%	8%	37%
	TOTAL (n=1349)	60%	41%	100%



CKG School Site	Implementation	Enrolled in a College/University		
Flagstaff HS*	Before CKG Implementation (n=667)	21%	43%	64%
	CKG Implementation Year One (n=372)	19%	17%	36%
	TOTAL (n=1039)	39%	61%	100%
Miami HS	Before CKG Implementation (n=102)	44%	21%	65%
	CKG Implementation Year One (n=55)	26%	10%	36%
	TOTAL (n=157)	69%	31%	100%
Nogales HS*	Before CKG Implementation (n=827)	23%	44%	67%
	CKG Implementation Year One (n=404)	13%	20%	33%
	TOTAL (n=1231)	36%	64%	100%
Round Valley HS*	Before CKG Implementation (n=146)	34%	29%	62%
	CKG Implementation Year One (n=88)	31%	7%	38%
	TOTAL (n=234)	65%	36%	100%
Summit HS	Before CKG Implementation (n=66)	50%	15%	65%
	CKG Implementation Year One (n=36)	30%	5%	35%
	TOTAL (n=102)	80%	20%	100%
Sunnyside / Desert View HS*	Before CKG Implementation (n=1806)	35%	35%	70%
	CKG Implementation Year One (n=794)	20%	10%	30%
	TOTAL (n=2600)	55%	45%	100%



CKG School Site	Implementation	Enrolled in a College/University		
Winslow HS*	Before CKG Implementation (n=263)	33%	32%	65%
	CKG Implementation Year One (n=140)	25%	9%	34%
	TOTAL (n=403)	58%	42%	100%
Yuma*	Before CKG Implementation (n=464)	34%	31%	65%
	CKG Implementation Year One (n=246)	23%	12%	35%
	TOTAL (n=710)	57%	43%	100%
TOTALS*	Before CKG Implementation (n=5542)	28%	34%	62%
	CKG Implementation Year One (n=3413)	23%	15%	38%
	TOTAL (n=8955)	51%	49%	100%

*Significant results at $p \leq .05$.

The three-way loglinear analysis produced a final model that retained all effects. The likelihood ratio of this model was chi-square (0) = 0, $p=1$. This indicated that the highest-order interaction (the CKG school site x CKG Implementation Time Period x College Enrollment interaction) was significant, chi-square=76.02, $df=11$, $p < .001$. To break down this effect, separate chi-square tests on the CKG Implementation Period and College Enrollment variables were performed separately for each CKG site school. Statistically significant results were found for:

- Cienega HS - chi-square=121.52, $df=1$, $p < .001$
- Flagstaff HS - chi-square=36.42, $df=1$, $p < .001$
- Nogales HS - chi-square = 4.77, $df=1$, $p=.029$
- Round Valley HS - chi-square = 18.42, $df=1$, $p < .001$
- Sunnyside/Desert View HS - chi-square=55.45, $df=1$, $p < .001$
- Winslow HS - chi-square = 18.69, $df=1$, $p < .001$
- Yuma HS - chi-square = 10.87, $df=1$, $p = .001$
- Overall - Total for the Model: chi-square=175.72, $df=1$, $p < .001$ (n=8955)



The following are the Odds Ratios calculated⁴ for each site with significant findings and for the overall statistical model. Odds ratios are just the odds of an event occurring, a senior not enrolling to a college, given exposure to a condition – the condition is whether or not the CKG model was implemented. For this analysis, we are positing that implementation of the CKG model started in 2020 and the model was not implemented in these school sites in 2018 or 2019. An odds ratio = 1 means that there are no higher or lower odds of an enrollment not occurring.

Exhibit 22. Odds of a Senior Likely to Not Enroll in 2020

Likelihood	Odds Ratio
Full Model: Overall, the odds of a senior not enrolling to college is 79% higher in 2020 than in 2018 and 2019 combined.	OR 1.79 (95% CI 1.64 to 1.95)
Seniors at Nogales HS - the odds of a senior not enrolling to college is 31% higher in 2020 than in 2018 and 2019 combined.	OR 1.31 (95% CI 1.03 to 1.68)
Seniors at Yuma HS - the odds of a senior not enrolling to college is 71% higher in 2020 than in 2018 and 2019 combined.	OR 1.71 (95% CI 1.24 to 2.35)
Seniors at Sunnyside and Desert View HSs - the odds of a senior not enrolling to college is 92% higher in 2020 than in 2018 and 2019 combined.	OR 1.92 (95% CI 1.61 to 2.28)
Seniors at Flagstaff HS - the odds of a senior not enrolling to college is 2.1 times higher in 2020 than in 2018 and 2019 combined.	OR 2.21 (95% CI 1.70 to 2.86)
Seniors at Winslow HS - the odds of a senior not enrolling to college is 2.6 times higher in 2020 than in 2018 and 2019 combined.	OR 2.62 (95% CI 1.68 to 4.09)
Seniors at Round Valley HS - the odds of a senior not enrolling to college is 3.8 times higher in 2020 than in 2018 and 2019 combined.	OR 3.81 (95% CI 2.02 to 7.18)
Seniors at Cienega HS - the odds of a senior not enrolling to college is 3.9 times higher in 2020 than in 2018 and 2019 combined.	OR 3.99 (95% CI 3.09 to 5.14)

While this analysis was able to produce a viable statistical model to identify proportional differences between sites and these time periods, it is important to realize that college enrollment is influenced by many factors. For this study the reader is asked to consider how the impact of and response to the COVID-19 would influence college enrollments in 2020. This analysis can be repeated each year in order to describe differences in college enrollment rates over time.

⁴ Odds Ratios are calculated by: (Number of Seniors Enrolled for 2018 and 2019 x Number of Seniors Not Enrolled in 2020) / (Number of Seniors Enrolled in 2020 x Number of Seniors Not Enrolled for 2018 and 2019)



Does CKG provide the support students need to pursue postsecondary options?

Summary of Progress on CKG Action Plans

According to results from the end-of-year CRT member survey, respondents from 11 out of 14 (79%) sites reported that they had met all their action plan goals at the end of the year. The evaluators analyzed the CKG site action plans to identify which goals, benchmarks, and strategies were accomplished. Accomplished goals were identified by language that clearly indicated the item of the action plan was met. If a result was partially met, it was recorded as not accomplished. For example, if the institution planned to do 6 events and only conducted 4, this would be recorded as not accomplished.

Across all CKG sites, 16 of the 48 (33%) of the goals were assessed as accomplished. Fourteen of the 15 sites set a goal to increase the FAFSA completion rate and 9 sites set a goal to increase student awareness of post-secondary opportunities. Five sites set a goal to increase their average composite ACT score. Four sites set a goal to increase the percentage of students applying to postsecondary programs. Three sites set goals to increase total scholarship awards, increase post-secondary enrollment, and increase communication to institution staff about college and career readiness. Across all sites, 26 of the 55 (47%) of the benchmarks were assessed as met and 126 of the 214 (72%) strategies were assessed as fully completed.

When comparing the CRT member survey results to the results of the action plan assessments, only one site was found to have agreement between the CRT member report of all goals accomplished and a report on all benchmarks being accomplished. This result is noted in order for program staff to explore further how sites understand and document their accomplishment of action plans.

Exhibit 23 presents the results of the assessment of the action plans submitted at the end of the year and progress on goals, benchmarks and or strategies.

Exhibit 23. End-of-Year Review – Progress on Action Plans 2020–2021

	Goals		Benchmarks		Strategies	
	#	# Met	#	# Met	#	# Met
Ash Fork HS	3	0	6	4	15	10
Casteel HS	3	0	3	3	12	5
Catalina HS	3	2	6	1	11	9
Cienega HS	3	0	3	3	13	10
Desert View HS	4	1	4	3	15	11



	Goals		Benchmarks		Strategies	
Flagstaff HS	4	1	3	3	21	15
Globe HS	3	1	2	1	9	7
Lake Havasu HS	3	1	3	1	10	7
Nogales HS	3	0	4	0	13	7
Miami Jr. / Sr. HS	3	1	3	1	14	9
Round Valley HS	3	2	3	3	17	14
Summit HS	3	1	3	0	13	7
Sunnyside HS	3	2	3	1	27	24
Winslow HS	4	2	3	1	13	9
Yuma HS	3	2	6	1	11	10

CRT Member - What else will it take to dramatically increase the number of students enrolling and attending a postsecondary institution?

Better addressing the financial challenge associated with pursuing a postsecondary education was one action identified by a number of CRT members as having the potential students attending a postsecondary institution. A few CRT members pointed out that even if a student can obtain financial aid, it often be sufficient to meet all their needs while attending college. As one CRT member explained, “The majority of our students are the first generation to attend/apply for college. And while the FAFSA covers tuition, the students' families will/cannot provide housing and transportation to their students.”

CRT members saw increased support for postsecondary education as constituting a culture shift, both in the community and the school. A CRT member explained, “We really need to sell postsecondary education to parents and guardians. If families don't place value on it, it's just going to be more difficult to get students on board.” CRT members saw getting parents more involved as being key to promoting the culture shift around postsecondary education. Some suggested there is a need for more parent workshops, with one noting the particular need help them understand the financial aid application process. One CRT member suggested there be more outreach to parents whose main language is other than English.

Teachers were also seen as playing an important part in moving students to pursue a postsecondary education. A CRT members stated, “It would be useful to provide training and plenty of detailed lesson plans/presentations to teachers focused on inspiring students to



explore and pursue the various career fields that require postsecondary education.” Another CRT member poetically described the same need: “Sparking interest in unknown possibilities. Students feel dead-ended, uninspired to further themselves. Because a lot of times they have no idea what the future COULD be.” Other suggestions included offering well-staffed, personalized academic advising, dual enrollment and early college, and summer bridge programs, and offering programming in elementary and middle schools that promotes college-going planning at an early age.

CRT Member - Please share any additional comments or suggestions you have regarding the CRT.

A large number of CRT members provided additional comments, many of which were expressions of appreciation for the program or hope for return to “normal” implementation of the program post-pandemic.

- Thank you! I am not sure that we would have been able to accomplish as much as we did without our monthly CRT meetings. We are driven to build a culture of college and career readiness, but we had a lot of interruption this past year. The student Ambassadors were incredible, and we are so grateful that their efforts earned them a scholarship which helps them move forward toward their own post-secondary success.
- Appreciation for being included in the team and towards the NACRC staff for their commitment to helping our school move to a more positive future for students.
- Appreciate the support and resources.
- Hoping our school can get back to our process we had in place pre-COVID
- We love working with the CKG team!
- When college tuition for high demand degrees/careers is covered by the state, then FAFSA eligibility will increase the number of students applying for and attending college.
- It has been a rougher year than last year. Zoom overload, It would be helpful to resume the meetings in person next year
- I had a good experience getting started with this, and I am looking forward to additional years of this program.
- Thank you for your support and keeping us on track.
- I am grateful to be part of CRT because they provide us with equitable tools for our students.
- I think that the MHS team just needs to meet more and be better about sharing the workload to meet objectives, and really hold each other accountable as individuals to complete objectives.



- I would appreciate it if data reporting could stay at one report instead of duplicating data reports. For example: We have our action plan with all the events and results of our efforts but still have to report the same information in other surveys or data reports.
- Love CKG CRT and having the privilege of my site being part of this program!! So thankful
- This program has been very impactful to our school.
- LOVE our CRT team, every single person on the team has a field of expertise to make this successful, we need to continue with our efforts, and make sure our statewide long-term goals are achieved.

Findings

CKG Implementation Findings

Impact of the COVID-19 Pandemic on Implementation

Throughout 2020-2021 surveys and interviews with CRT members and School Ambassadors resulted in respondents identifying consistent challenges with reaching students and holding events such as college fairs, college reach, and school assemblies due to COVID-19. Most respondents did not suggest the pandemic had impacted the goals they formed but instead changed their approach to the work due to the virtual environment, which had delayed progress toward meeting some goals. Many also reported that college access and readiness efforts are not being prioritized by schools due to immediate needs related to the pandemic such as remote learning, developing a reopening plan, and staff and student safety. Such sentiments were particularly prominent in discussions about support from principals for college readiness and access efforts.

As the pandemic continued through the school year, the impacts on school staff, students and members of these communities continued. The evaluation design for Year One did not allow for closer examination of this issue. Relevant to this project is that there was a significant overall decrease in enrollments to Arizona community colleges in 2020. For the 2021-2022 school year it is difficult to predict in what ways the pandemic and responses to the pandemic will impact how the CKG model is implemented.

CKG program increases schools' capacity to support college preparation and access.

College Access Student Ambassador program supports college preparedness and enrollment efforts.

As mentioned earlier in this report, 2020-2021 was the first full year for CKG sites to begin implementing strategies to support college preparation and access. Results from surveys with



CRT members and Ambassadors indicate a wide range of progress across the CKG sites. The assumption is that the work of the CRT and the work of the Ambassador are key drivers that influence a school sites' capacity to support college preparation and access. In terms of how CRTs are functioning, across all sites the only areas that were ranked as a concern by the majority of respondents at the end of the year were:

- A lack of shared decision-making with a balanced influence of all team members.
- A lack of high-level engagement from all team members.
- A lack of regular attendance to CRT meetings by all members.
- A lack of assigning multiple meeting roles prior to the meeting to enhance meeting effectiveness.

Attention in 2021-2022 needs to continue on support CRTs to function effectively and continue to improve how CRT members are engaged and valued.

The Ambassador role is another key strategy to increase the schools' capacity to support college preparation and access. Ambassadors reported that they worked with the CRT Coordinator most often in their role and 95% of all Ambassadors felt strongly supported by their CRT Coordinator. Ambassadors are given twelve Milestones that they are asked to focus on completing during the year. As mentioned earlier, these Milestones include specific activities that Ambassadors can do to better support overall college preparedness and enrollment efforts. At the end of the year, 86% of the Ambassador respondents (n=21) strongly agreed/agreed that the Milestones did reflect how they would want to support their peers in college-going efforts.

At the end of the year, Ambassadors (n=21) reported spending between 3 and 187 hours per month in their Ambassador role. The average median amount of time was reported as 12.5 hours per month. When asked to consider their impact on others, Ambassadors reported positive perceived impacts. Ambassadors most often (76%) selected the statement "helped my peers become more aware of postsecondary options". The second most often (71%) selected statement was "made a positive impact on their peers postsecondary plans"; and lastly Ambassadors (66%) selected the statement "connected my peers with the types of support needed to pursue secondary education".

The CRT and the School Ambassador component of the CKG model appear promising and are components in need of continuing improvement. Sites are encouraged to set specific, measurable strategies in their action planning process to improve these two components in 2021-2022.

Stipends in Support of Improving School Site Capacity

CKG sites were also eligible for up to \$10,000.00 in stipend supports. Total stipend spending on project activities was approximately \$114, 229.15 for the 2020-2021 year for 13 CKG sites; see exhibit below. Each site was able to submit for stipend support up to \$10,000.00 for the year.



Some sites also received additional funding that was not stipend specific to support these efforts. The range of spending for the year was from \$0.00 to \$10,000.00 per site. The mean average of funds per site was \$1,862.25 and the median average of funds per site was \$3,724.50.

The types of activity supported varied widely across sites. Eight sites reported spending on prizes for the students who completed the FAFSA application and for participating in various other college readiness events. Seven sites reported spending on ACT test preparation resources and five sites reported spending on school equipment such as projectors, microphones, school-branded media drops, and a portable PA system. Six sites reported spending on food, materials, guest speakers, and activities for college promotional events.

Given how the stipends are tracked and reported, it is difficult to assess specifically the influence of these stipends on local site goal areas. It is not clear what guidance sites are given in terms of “best practices” or effective strategies to support with stipends. After a full year of implementation, sites may be able to target these finances more specifically in relationship to overall CKG model goals.

CRTs identify and address gaps to improve postsecondary outcomes for students

Each CKG site developed an action plan that included a focus on ways to improve postsecondary outcomes for students. The CRT appears to be the main group of individuals with responsibility to working on this action plan. Approximately 43% of 42 respondents to the end-of-year survey indicated that yes, the CRT has met all of the action plan goals. This represented 11 out of 14 (79%) of all CKG sites reporting. However, an external assessment of the action plans found only one site to have agreement between the CRT member report of all goals accomplished and a report on all benchmarks being accomplished. This result is noted in order for CKG Coordinators and program staff to explore further how sites develop and understand their accomplishment of action plans.

According to results of the end-of-year survey with CRT members, the top three areas of focus for improving implementation are: (1) improving how the CRT creates new and innovative ways of engaging students and families in post-secondary efforts; (2) improving how the CRT develops school wide postsecondary goals and action steps that reflect equity; and (3) improving how the CRT can increase collaboration among school stakeholders in regard to postsecondary planning priorities.

CRTs increase collaboration within schools to support postsecondary planning with students.

Survey data largely supported the program’s underlying assumption that CRTs would lead to more collaboration within schools. While not a majority held view, at the end of the school year 45% of CRT respondents (n=19) strongly agreed that the CRT has increased collaboration. This appears to be an area that CRTs can continue to focus on for improving implementation of the



CKG model. Some members indicated that it would be helpful to find ways to get more teachers involved in promoting college and career readiness. In addition, better communicating the work of the CRT was viewed as important to increase collaboration within the school with departments and other groups.

Students receive services/supports through the CKG program

The primary types of services/supports offered to students are focused on: (1) increasing student access to standardized test preparation; (2) increasing the number of students completing the Free Application for Federal Student Aid (FAFSA); and (3) supporting students so that they can successfully apply to, matriculate at, and succeed in 2- and 4-year colleges. As noted earlier, the evaluation design does not include collecting any data directly from students about their experiences with CKG program services. Data related to CKG goals focusing on ACT prep and college application completion is collected as well as data on other direct services provided to students by AdviseAZ AmeriCorps members. Services and other types of support provided to students by Student Ambassadors are also documented. For services provided directly to students, 79% of these services were provided in person, 15% provided by videoconference and 6% by telephone call.

According to the senior class enrollment data provided from the CKG sites, there were 3,703 enrolled seniors and CKG reporting appears to indicate that at least $n=749$ students received some sort of direct service, or at least 20% of all eligible seniors. Activity by Ambassadors that could indirectly engage students across the CKG sites resulted in many more students receiving support. For example, Ambassadors posted to social media that resulted in over 17, 988 views during the year.

With FAFSA support being the biggest area of focus, results indicate that by the end of the year, six of the fifteen (40%) CKG schools met or exceeded their FAFSA completion rate goal. Of note is that just three CKG sites performed below the actual state FAFSA completion rate for 2020-2021.

CRTs have the support needed within schools to initiate and sustain college access efforts

The majority (60%) of the CRT members surveyed at the end of the year believed that the CRT has strong support from school principals and/or vice principals. Over half, 52%, of these respondents strongly agree that CRT members have the skills and knowledge required to lead school-wide college access initiatives. CRT members overwhelmingly expressed an interest in continuing to participate in CKG CRT. This quote summarizes many others: “This program is assisting us in increasing the capacity of our school to support college-going culture campus-wide.” CRT members identified areas of need for continued support that included: Recruiting people committed to the program and its goals, giving team members sufficient time in their “regular” work schedules to dedicate to CKG, having designated roles and responsibilities for



members, having a team lead position, and considering having a large team. Other recommendations centered on how the team should function: planning before the start of school year, including the whole team in planning, having achievable goals, getting data about successful strategies used at other schools with similar demographics, and planning out meetings ahead of time and holding them regularly.

CKG Outcome Findings

CKG provides supports students need to pursue postsecondary options

Ambassador Role

Twenty-one students served in the role as Ambassador this past year. These students appear to be benefitting in multiple ways for themselves and able to directly and indirectly support their peers need to pursue postsecondary options. Of note is that 76% of the Ambassadors believed that they positively impacted their peers “becoming more aware of postsecondary options”. For themselves, 95% indicated the largest area of personal growth was more skills in the area of enhancing their abilities to reach out and connect with peers. The skill area they rated as growing in the least was improving their public speaking abilities (52%).

Also of note is that these Ambassadors had a wide range of important program improvement recommendations that were presented earlier. A common theme is represented by this quote, “One thing I would change (and this is something as an ambassador I probably should have done more) is there should have been more awareness of my position as an ambassador so maybe the students would have reached out more and would have interacted more than they did”. At the end of the year, only 19% of the Ambassadors reported that they felt that nothing needed to be changed about the program.

Progress on Action Plans

An important outcome finding is that it appears that across all CKG sites, just 16 of the 48 (33%) of the goals that were set in site action plans were assessed as accomplished. Fourteen of the 15 institutions set a goal to increase the FAFSA completion rate and 9 institutions set a goal to increase student awareness of post-secondary opportunities. Five institutions set a goal to increase their average composite ACT score. Four institutions set a goal to increase the percentage of students applying to postsecondary programs. Three institutions set goals to increase total scholarship awards, increase post-secondary enrollment, and increase communication to institution staff about college and career readiness. Across all sites, 26 of the 55 (47%) of the benchmarks were assessed as met and 126 of the 214 (72%) strategies were assessed as fully completed.

The Work of the CRT

From survey self-reports, many CRT members expressed appreciation for the CKG program. It does appear that overall, the majority of CRT members share the perception that the CKG



program is supporting students need to pursue postsecondary goals. This quote is indicative of sentiments shared by many CRT members: “Thank you! I am not sure that we would have been able to accomplish as much as we did without our monthly CRT meetings. We are driven to build a culture of college and career readiness, but we had a lot of interruption this past year. The student Ambassadors were incredible, and we are so grateful that their efforts earned them a scholarship which helps them move forward toward their own post-secondary success”.

Does CKG contribute to increased rates of enrollment at 2- and 4-year colleges?

Results at this time are based on just the first year of implementation at the school sites in 2020 compared to rates in 2018 and 2019. It is important to take into consideration that first year implementation occurred most comprehensively starting in the Fall of 2020. This would therefore limit the potential influence the CKG intervention may have had at each site. The findings indicate that overall, for all sites, the percentage of seniors enrolling to 2 and 4-year colleges in 2020 were down significantly from the two previous years. For all CKG sites a senior was 79% less likely to enroll in college in 2020 than in 2018 and 2019 combined. It may be that the horrendous effect of the COVID-19 pandemic on communities starting in 2020 has contributed significantly to this downturn in enrollments. This type of analysis can continue each year to further explore the influence of CKG on enrollment rates.

Year One Evaluation Recommendations

Recommendations to Improve Implementation

- The CRT strategy appears to be successful as a way to engage staff and others in supporting the CKG action plan at each site. To improve CRT functioning, teams may need support in building better approaches to consensus-based decision-making that engages all team members in more meaningful ways. Maintaining focused engagement for all team members is vital to effective team performance.
- It is difficult to track progress on site action plans with the current reporting format. School sites could be asked to set specific targets for each goal area and then self-assess on progress on each goal at year end. For example, they could rate their own progress as: Poor Progress -Did Not Meet Goal / Expected Progress - Goal Met / Exceptional Progress - Achieved More than Established Goal. In particular, it may be beneficial to carefully document the ways in which sites are achieving beyond their expectations and share those lessons learned across the initiative.
- The Ambassador role in support of overall CKG aims appears to have been a very successful component of the CKG model. It is recommended that Ambassadors engage as much as possible in providing ongoing feedback to CKG leadership and local site staff on ways to improve project implementation.
- Surveys with CRT members and others is the primary way information is collected about implementation. It is recommended that for 2021-2022 mid-year and end-of-year survey



data collection is done through matching respondents at each time point of data collection. This will involve more coordination for data collection on the part of CKG staff to sites. Response rates also need to be higher at each time point with all respondents. In addition, each survey questionnaire should be reviewed so that results are informing CKG program staff in ways that are relevant as the project moves into a second year of full implementation.

Recommendations on Outcomes

Given that this was the first full year of implementation of the CKG model, reporting on outcomes should be done with caution. There is evidence from survey results that overall, the majority of those involved with the CKG model across the sites believe that the work does have an impact on supporting students to prepare for and succeed in postsecondary pursuits. As mentioned above, the action planning process and documentation of results needs to be revised to allow sites to better identify how strategies are aligned with overall CKG goals and to more reliably assess progress. There are no performance standards for sites to meet so their own assessment of progress is important to document. Enrollment rates have dropped overall in 2020 which is an expected finding given the external impact of COVID-19 on college enrollments state-wide. This year demonstrated that the overall aim to improve college enrollment rates over time can be measured by site to assess CKG model impact. It is important to have complete NSC enrollment data from every site. In addition, it is even more critical to have accurate and complete data on the demographics of all students for any future outcome analyses. This is vital in terms of issues of equity and to explore how the implementation of the CKG model at sites may or may not be supporting all students to prepare for and pursue post-secondary options.



Appendix A: CRT Schools

School Region	2019–2020 CKG Pilot School	2018–2019 FAFSA Completion Rate	2018–2019 % of Juniors Taking ACT	2018–2019 Average ACT Score	2018–2019 % Completing 2-Year Application	2018–2019 % Completing 4-Year Application	2018–2019 College Enrollment Rate	2019 –2020 College Enrollment Rate
CENTRAL REGION								
Casteel High School	Yes	50%	99%	20	Unknown	Unknown	65%	Unknown
Globe High School	Yes	52%	79%	15.3	74%	32%	39%	34%
Lake Havasu High School	Yes	37%	88%	19.4	18%	28%	45%	46%
Miami Junior–Senior High School	No	57%	Unknown	Unknown	Unknown	Unknown	33%	10%
Yuma High School	Yes	51%	94%	15.4	Unknown	Unknown	31%	47%
NORTHERN REGION								
Ash Fork High School	No	45%	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Flagstaff High School	Yes	58%	99%	19.2	36%	37%	56%	34%
Round Valley High School	Yes	34%	86%	16.8	35%	38%	Unknown	Unknown
Summit High School	Yes	42%	61%	13.3	35%	38%	Unknown	Unknown
Winslow High School	Yes	51%	86%	16.2	38%	61%	51%	45%



School Region	2019–2020 CKG Pilot School	2018–2019 FAFSA Completion Rate	2018–2019 % of Juniors Taking ACT	2018–2019 Average ACT Score	2018–2019 % Completing 2-Year Application	2018–2019 % Completing 4-Year Application	2018–2019 College Enrollment Rate	2019 –2020 College Enrollment Rate
SOUTHERN REGION								
Catalina High School	Yes	44%	100%	15	55%	36%	58%	37%
Cienega High School	Yes	47%	89%	19.7	Unknown	Unknown	64%	Unknown
Desert View High School	No	56%	Unknown	Unknown	Unknown	Unknown	50%	47%
Nogales High School	Yes	59%	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Sunnyside High School	Yes	65%	80%	16	Unknown	Unknown	50%	20%

Note: Unknown data indicates that the metric is not tracked by the school or is not currently available. National Clearinghouse Data on college enrollment is provided for 2018–2019 and 2019–2020. College enrollment data from 2019–2020 was largely incomplete due to challenges associate with COVID-19.



Appendix B: Helios CKG Logic Model

Activities	Outputs	Short-Term Outcomes (2020–21 Academic Year)	Intermediate-Outcomes (2021–22 Academic Year)	Long-Term Outcomes (5+ Years Out)	Impact/Goal
<p>CRTs at 15 AZ schools</p> <p>FAFSA Trainings for Teachers and Counselors</p> <p>FAFSA Workshops for Students</p> <p>ACT Prep for Students</p> <p>College Access Student Ambassador (CASA) Program at CKG schools</p> <p>CKG Dashboard to Track College-Readiness Data</p> <p>Training & PD opportunities in college readiness for CRTs</p> <p>Regional CRT Collaborative Meetings</p>	<p># schools with CRTs</p> <p># educators Certified in FAFSA Training</p> <p># students participating FAFSA workshops</p> <p># students submitting FAFSA application</p> <p># students participating in ACT prep</p> <p># CASAs leading school events</p> <p>#CASAs leading social media campaign monthly</p> <p># CASAs receiving trainings in college access</p> <p># AmeriCorps members serving as CASAs</p> <p># schools tracking metrics through CKG Dashboard</p> <p># CRTs with school-wide action plans</p> <p># CRTs attending regional meetings</p>	<p>Schools have capacity to support college preparation and access efforts</p> <p>CASAs provide support to peers to support college preparation/enrollment</p> <p>CRTs have support and capacity needed to sustain college access efforts in schools</p> <p>CRTs identify gaps to improve postsecondary outcomes</p> <p>CRTs increase collaboration within schools to support postsecondary planning with students</p> <p>Students access support needed to pursue postsecondary options</p>	<p>Students Enroll in 2-Year or 4-Year College</p> <p>Schools provide equitable postsecondary educational opportunities for all students that leads to enrollment</p>	<p>Students Successfully Complete 2-Year Institutions</p> <p>Students Successfully Complete 4-Year Institutions</p> <p>Schools have institutionalized, sustainable practices to support students in postsecondary efforts</p>	<p>Higher level of educational attainment in the state</p> <p>More equitable postsecondary opportunities lead to better quality of life</p>



Appendix C: CRT Membership by School

School	CRT Members by Role
Ash Fork High School	Superintendent; Teacher/Counselor; Teacher (2); AdviseAZ AmeriCorps (NACRC); CKG Ambassador
Casteel High School	Principal; Assistant Principal; Counselor; College & Career Center Specialist; Teacher (6); AdviseAZ AmeriCorps (NACRC); CKG Ambassador (2)
Catalina High School	Principal; Assistant Principal; College & Career Counselor; Counselor; Teacher; Catalina High School Foundation (2); AdviseAZ AmeriCorps (NACRC); CKG Ambassador (2)
Cienega High School	Principal; Director of College & Career Readiness; Counselor; AVID Coordinator; Teacher; Community Partner; AdviseAZ AmeriCorps (NACRC); CKG Ambassador
Desert View High School	Principal; Assistant Principal; Counselor (2); Senior AVID Teacher; UA Representative; Director of CTE
Flagstaff High School	Principal; Counselor (2); Teacher (4); Data Clerk; Transition Coordinator; Adulting 101; Northern Arizona Interfaith Council; AdviseAZ AmeriCorps (NACRC); CKG Ambassador (3)
Globe High School	Principal; Counselor; GEAR UP; Teacher; AdviseAZ AmeriCorps (NACRC); CKG Ambassador
Lake Havasu High School	Principal; Counselor (4); Community Partner; ELA Teacher/Student Council; CKG Ambassador
Miami Junior—Senior High School	Principal; Assistant Principal; Counselor; Teacher; CKG Ambassador (2)



School	CRT Members by Role
Nogales High School	Principal; Assistant Principal; Counselor; C-CREO Liaison; Teacher; Lead Teacher/School Counselor at Pierson High School; Pierson Career Coach; AdviseAZ AmeriCorps (NACRC); CKG Ambassador (2)
Round Valley High School	Principal; Assistant Principal; Counselor (2); Curriculum Director; Teacher (2); AdviseAZ AmeriCorps (NACRC); CKG Ambassador (2)
Summit High School	Principal; Counselor; Secretary/Data Clerk; Teacher (3); McKinney-Vento Coordinator; Director of Early Head Start; AdviseAZ AmeriCorps (NACRC); CKG Ambassador
Sunnyside High School	Principal; Assistant Principal; Counselor (2); Director of Career & Tech Education; Teacher (2); Talent Search; Upward Bound; AdviseAZ AmeriCorps (NACRC) (2); CKG Ambassador
Winslow High School	Principal; WUSD Superintendent; Counselor; Transitions Coordinator; Counselor; Teacher (2); NPC Partner; Winslow Public Librarian; AdviseAZ AmeriCorps (NACRC); CKG Ambassador (2)
Yuma High School	Principal; Assistant Principal; Director of Guidance; Counselor; Teaching & Learning Specialist; AWC Admissions Outreach (2); CKG Ambassador

