COLLEGE ACCESS STANDARDS FOR STUDENT SUCCESS Toolkit

A Program of College Success Arizona
INTRODUCTION

In 2011, the Arizona College Access Network (AzCAN) convened a Student Stands Task Force (Task Force) to define college and career readiness for Arizona students. Over the course of nearly two years and through a highly engaging and iterative process that included the review of literature, best practices and expert feedback, the Task Force -- composed of practitioners and experts in secondary education, higher education, community-based organizations, and workforce development -- developed the College Access Standards for Student Success.

The seven AzCAN Standards support the overarching goal of helping all Arizona students succeed in life -- from completing high school and postsecondary education to finding success in meaningful careers. Each AzCAN Standards includes a set of knowledge and behavior competencies that enable students to be college and career ready when they graduate from high school. The AzCAN Standards also align with the National College Attainment Network (NCAN) Common Measures. Developed in 2012, the NCAN Common Measures articulate for the college access and success field a set of common outcomes to track student progress toward postsecondary enrollment and completion.

Taken together, the AzCAN Standards and the NCAN Common Measures provide a consistent language about what students need to become college and career ready and how to track their progress. The AzCAN Standards present a framework of knowledge and skills that college access and success practitioners need to support to help students meet long-term success pursue meaningful careers while the NCAN Common Measures help track student progress.
AzCAN's College Access and Success Standards outline the factors critical to students' postsecondary success and provide a guide for professionals along the PreK-16 continuum to prepare all students to be college and career-ready. These Standards are intended to be used by college access programs and school educators to improve the effectiveness of programs and services.

**The College Access Standards for Student Success**

<table>
<thead>
<tr>
<th>Standard 1:</th>
<th>Standard 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students build awareness and aspirations about postsecondary options, including college and careers.</td>
<td>Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2:</th>
<th>Standard 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students recognize the roles of social, emotional and cultural factors that affect their postsecondary planning and transition.</td>
<td>Students understand the fundamentals of financial literacy and financial planning for postsecondary education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3:</th>
<th>Standard 7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.</td>
<td>Students enroll, persist and successfully complete a postsecondary education program of study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop a comprehensive support system that contributes to their academic success.</td>
</tr>
</tbody>
</table>
Putting the Standards and the Common Measures into Action

This toolkit outlines a three-step Assessment Process to help college access and success practitioners apply the AzCAN Standards and the NCAN Common Measure to their own activities, programs, and organizations. The Assessment Process helps college access and success practitioners take stock of what supports students success and what additional improvements may be necessary to enhance this success.

The Assessment Process is designed to help participants:

**EXAMINE CURRENT PRACTICES:**
What services and supports do we provide? How do these services and supports help students achieve success?

**DEFINE QUALITY:**
What does "excellence" look like in our programs? How can we continue to build the quality of our programming to increase student success?

**REFLECT ON IMPACT:**
What impact are we having on our students and how can we measure that impact? How can we continue to strengthen our programs and activities, and build organizational capacity to increase student success?
The three-step Assessment Process takes two to four hours to complete, including planning time and depending on the length and depth of discussion and action planning.

**INTRODUCTION (Cont.)**

Following the Introduction is a Facilitator Guide for the individual(s) leading the Assessment Process. Within the Facilitator Guide are the three-step Assessment Process materials. The At a Glance Standards Activities and Measures section includes an "At a Glance" reference table with the AzCAN Standards and competencies, sample services or activities and NCAN Common Measures or other metrics.

**STEP 1:**
Assessment (30 minutes)

**STEP 2:**
Discussion (90 to 120 minutes)

**STEP 3:**
Action Planning (30 to 60 minutes)
Facilitator Guide

To begin, think about who has the time to organize and convene assessment team members -- either a single individual or group of individuals to serve as facilitator(s) of the three-step Assessment Process. Facilitators need to plan, compile *initial* assessment responses, facilitate discussions, and submit a *final* assessment to AzCAN. Facilitators may also complete the assessment.

**Plan**

- Identify the focus of the assessment (e.g. an individual program, multiple programs within the same organization, multiple programs across organizations).

- Identify the team members who will engage in the Assessment Process. There is no "ideal" number of team members. Consider a variety of team members who can speak to the quality of programming and organizational capacity (e.g. front-line staff, administrators, and executive leadership).

- Develop a timeline for taking team members through the Assessment Process. To maintain momentum, it is best to contain the full Assessment Process within a one-month timeframe. Scheduling time for team members to come together is an important part of facilitation.

- If taking the online version of the initial assessment, register your team with AzCAN, then send the assessment link to all team members.

**Introduce the Standards and Assessment Process**

- Identify the AzCAN Standards and Assessment Process to team members, including sharing the goals of the Assessment Process, the expectations of team members and the timeline.

- Ask team members to familiarize themselves with the "At a Glance" table (Section 4) and, in particular, the AzCAN Standards.

- If this is the first time completing the Assessment Process or team members are not familiar with the AzCAN Standards, spend time discussing the Standards to understand how team members interpret them.

**Take Initial Assessment**

- Share the hard copy of the assessment with your team or e-mail the assessment link to all team members.

- Ask team members to take 20-30 minutes to complete the assessment, submit the results, and print a copy for themselves.

**Note:**

If team members are completing a hard copy assessment, make sure clear instructions and mechanisms are in place to receive assessments.
Facilitator Guide

Compile Results

- Make sure that all participants have completed the assessment online, or have submitted completed hard copy assessments to the facilitator.

- If administering the online assessment, you can receive a summary of compiled results from AzCAN.

  Note:
  *If administering the hard copy assessment, the facilitator is responsible for compiling results.*

- Ensure the confidentiality of individual participant responses when compiling results.

Discuss

- Before the discussion, select key questions from the Discussion Guide based on your program or organization’s priorities.

- Designate a note taker for the discussion. This will help the team capture ideas shared and inform action planning.

- Share and review the compiled results from individual assessments.

  Note:
  *If administering the hard copy assessment, the facilitator is responsible for compiling results.*

- Use the Discussion Guide included in this toolkit (Step 2) to engage team members in reflective discussions focusing on students, program quality, and organizational capacity - and identify areas to strengthen.

  Note:
  *The amount of time the group takes to work through the full group discussion will vary depending on the size of the group, the level of agreement, and other contextual factors including the program/organization’s mission and strategic priorities.*

- Through the discussion, come to a consensus on one set of final assessment responses for your program or organization to submit to AzCAN.
Facilitator Guide

Action Planning

- Review notes from the team discussion. Identify and prioritize specific actions that can address the key issues/desired changes which emerged from the discussion.

- Engage your full team in discussion to complete the Now What Action Planning Worksheet (Step 3).

- Be sure the team is as thorough as possible, including assigning roles and responsibilities and timeline goals.

- Discuss how often your program of organization will revisit the Assessment Process, track progress, and refine the Now What Action Planning Worksheet.

- Use this discussion to ensure sustained consensus on the final assessment responses for your program or organization to submit to AzCAN.

Submit Final Assessment

- Follow the discussion and action planning, submit a final assessment to AzCAN.

- Indicate whether you would like to serve as a resource to other programs for specific standards, or whether you are interested in partnering with organizations or programs that have specific expertise.

Note:
The information organizations submit will remain confidential. Assessment results will help AzCAN and member organizations better understand the Arizona college access and success landscape. AzCAN will use this information to identify where common needs, gaps, and opportunities for additional support might exist.

Alternative Scenario:
In some cases, an individual may engage in the Assessment Process independently. While it is recommended that the at least two individuals participate in this process together, an individual can use the group processes highlighted here to reflect independently on assessment results.
STEP 1: Assessment

This step should take approximately 30 minutes to complete.
Assessment Instructions

Please note: You Should have received a link to the online assessment or a paper version along with instructions from your facilitator.

To complete the assessment:

- Review resources, specifically the "At a Glance" table, in advance of, and as a reference when completing the assessment.

- Set aside 20-30 minutes and complete the assessment. Please answer honestly.

- If completing online: follow the online instructions.

- If using a paper version: submit the assessment to your facilitator.
STEP 2: Discussion

This step should take approximately 60 to 120 minutes depending on the depth of discussion.
Now that you have completed and compiled the results of the assessment the following Discussion Guide will help you reflect on the results and plan your next steps.

Teams are encouraged to treat the Discussion Guide as a menu of questions in three areas: (1) **students**, (2) **program quality** and (3) **organizational capacity**. Choose the questions of the greatest importance and interest for your team.

Teams will have the opportunity to explore the *What, So What* and *Now What* of their work:

- **What**: Teams discuss their individual assessment results and compare the data/evidence they used to make their assessments.
- **So What**: Teams use the complied assessment results to identify and think about the strengths and gaps in their programs - for example identifying ways to refine and expand their work.
- **Now What**: Teams identify next steps. The goal at the end of the discussion is a strong action plan with clear methods for measuring results.
**What:**

- Where did opinions among respondents align and where did they differ?
- Where is there a variety of different responses? Why do we think that is?
- Which AzCAN Standards did team members identify as primary or secondary areas of focus and which were not? Why do we think that is?

**So What: Program Quality**

- In section 3 of the assessment, which AzCAN Standards do most of us agree that we are programming toward well? Where do we think we need to improve?
- For each identified "target" AzCAN Standard:
  - What do we know about the quality of our services and activities associated with this Standard?
  - How are we measuring quality? (Look for evidence and data sources both anecdotal and systematic) Which NCAN Common Measures Apply?
  - Referring to your assessment results, which Quality Indicators are lowest, which ones are highest, and why? On which Quality Indicators do staff members differ in their opinions of quality? Why is this, and what can we do to alleviate this difference?
  - What would we need to focus on to improve the quality of our services to help students meet this AzCAN standard?
- Taking into consideration what we discussed and know about our students, our programmatic and organizational priorities, and the results of this assessment, which AzCAN Standard(s) should we target? Why?
- In what ways might we want to expand our programming, for example to new students or with a more comprehensive set of services?
- What AzCAN Standards, if any, are we not programming to currently that we would like to explore? Why?

**So What: Students**

- Focusing more deeply on our students: What do we know about the assets and the needs of our students? How do we know? (Look for evidence and data sources, both anecdotal and systematic)
- Which students are we not reaching that we should and why? How do we know? (Look for evidence and data source, anecdotal and systematic)
- Considering our students -- those benefiting from our services and those we may want to reach -- and the AzCAN Standards that we are focused on (answers in Section 2 of the assessment). Of those Standards, which do we think are meeting our students need well? Which ones might we need to focus on or improve?
- Which AzCAN Standards are we not programming toward that our students need?
**Discussion Guide**

**So What: Organizational Capacity**

- What organizational capacities do we need to focus on if we are going to continue to increase the quality of our programming and improve student outcomes? Why?
- Given our current assets and resources, what can we do to improve current programs?
- What organizational policies or practices might we need to fine-tune? Which ones are missing that we need to address? How do we know?
- How can we connect with external partners and resources to provide more comprehensive services, supports and activities for our students or provide the services or resources that are outside of our organizational scope or ability? What potential partners exist and what would this sort of relationship require of us?

**Consensus on Final Assessment**

In the same discussion or a subsequent time, review compiled results and agree to final responses for each AzCAN Standard. These can be the group average or a score reached through discussion. The facilitator will submit the final assessment to AzCAN.

**Now What: Action Planning**

Following the discussion, the facilitator or note-taker should summarize the discussion notes, highlighting the key issues/desired changes that arose. Use these key issues to complete the *Now What Action Planning Worksheet* to identify and prioritize specific actions. Keep a copy of this *Worksheet* to review progress over time.
STEP 3: 
Action Planning

This step should take approximately 30 to 60 minutes depending on the depth of discussions in Step 2.
This *Now What Action Planning Worksheet* provides space for documenting actions that result from the team discussion. After the note taker or facilitator has shared summary notes from the discussion, reconvene the assessment team to prioritize specific actions that can address the key issues/desired changes that emerged from the discussion.

Teams should use this worksheet to:

1. Identify specific actions to address the agreed upon changes,
2. Establish priorities, and identify who is responsible for specific actions, and
3. Create timelines for next steps.

There can be multiple types of actions, including:

- Modification of existing programming, including curriculum, design, and activities
- Development of new programming
- Identification of technical assistance needs
- Evaluation activities
- Planning and research of best practices and curriculum
- Outreach and building new partnerships or changes in partnerships
- Identification or modification of continuous improvement processes
- Professional development opportunities for staff
Based on discussion of key issues, describe the actions you will prioritize. List higher priority actions at the top and lower priority actions below. Map out responsibilities, timing and next steps.

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeframe Start-End</th>
<th>Team Member(s) Responsible</th>
<th>Immediate Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on discussion of key issues, describe the actions you will prioritize. List higher priority actions at the top and lower priority actions below. Map out responsibilities, timing and next steps.

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeframe</th>
<th>Team Member(s)</th>
<th>Immediate Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start-End</td>
<td>Responsible</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### AzCAN Standard and Competencies

**Standard 1:**
Students build awareness and aspirations about postsecondary options, including college and careers.

<table>
<thead>
<tr>
<th>Students gain a deeper understanding of:</th>
<th>Sample Services or Activities</th>
<th>NCAN Essential Indicators for Common Measures and Other Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The different types of postsecondary education pathways, and the career opportunities associated with each pathway.</td>
<td>Postsecondary and career plan advising</td>
<td><strong>NCAN Common Measures:</strong></td>
</tr>
<tr>
<td>1.2 The relationship between educational achievement and social, economic, and social benefits.</td>
<td>Exposure to professionals working in careers of interest</td>
<td>Percent of students visiting a college campus applied to</td>
</tr>
<tr>
<td>1.3 The relationship between educational achievement and social, economic, and social benefits.</td>
<td>College visits</td>
<td><strong>Other Metrics:</strong></td>
</tr>
<tr>
<td>1.4 The value of lifelong learning as essential to life goals.</td>
<td>Connection to college students studying careers of interest</td>
<td>Percent of students with an Education and Career Action Plan (ECAP)</td>
</tr>
</tbody>
</table>

**Students can acquire this understanding through these behaviors:**

| 1.5 Exploring subjects of interest and related postsecondary and career options. | Access to work-based learning opportunities | Percent of students understanding their own strengths and challenges and expressing belief in their ability to achieve postsecondary goals |
| 1.6 Identifying careers of interest. | Guest speakers from various careers in elementary grades, including students' parents | Percent of students who have identified one or more career interests |
| 1.7 Engaging in conversations with college students, professionals, and other adults who can offer insight on potential college and career pathways. | Field trips to local businesses | Percent of students who have identified one or more postsecondary interested (e.g. type of college they want to attend particular programs they want to apply to) |
| 1.8 Participating in college visits, career days, and related activities that expose them to college life and postsecondary options. | | Percent of students who have completed an informational interview with a professional in a field of the student's interest |
| 1.9 Establishing personal, career, and complementary postsecondary educational goals. | | Percent of students who have visited a college campus within the past year (any college) |

**Postsecondary and career plan advising**

- College visits
- Connection to college students studying careers of interest
- Access to work-based learning opportunities
- Guest speakers from various careers in elementary grades, including students' parents
- Field trips to local businesses

**NCAN Essential Indicators for Common Measures and Other Metrics**

- Percent of students visiting a college campus applied to
- Percent of students with an Education and Career Action Plan (ECAP)
- Percent of students understanding their own strengths and challenges and expressing belief in their ability to achieve postsecondary goals
- Percent of students who have identified one or more career interests
- Percent of students who have identified one or more postsecondary interested (e.g. type of college they want to attend particular programs they want to apply to)
- Percent of students who have completed an informational interview with a professional in a field of the student's interest
- Percent of students who have visited a college campus within the past year (any college)
- Percent of students participating in work-based learning experiencing (e.g. internships and job shadowing)
### AzCAN Standard and Competencies

**Standard 2:**
Students Recognize the roles of social, emotional and cultural factors that affect their postsecondary planning and transition.

- **Students gain a deeper understanding of:**
  - **2.1** How having personal responsibility and resilience can strengthen college-going aspirations, behaviors, and beliefs.
  - **2.2** How race/ethnicity, gender, income, and/or family background can impact values, attitudes, and beliefs.
  - **2.3** Strategies for addressing personal challenges and leveraging personal strengths to overcome any potential barriers (e.g. stereotypes, financial hardship) to success.

- **Students can acquire this understanding through these behaviors:**
  - **2.4** Making postsecondary choices that are rooted in their own aspirations and values.
  - **2.5** Persevering toward postsecondary goals in the face of any potential barriers.

### Sample Services or Activities
- Mentoring that including explicit conversation about cultural barriers to postsecondary education and professional job markets
- Mentoring during college from peers or near-peers who students can relate to
- Connection to current college students who share personal experiences
- Activities that foster a sense of pride in students' cultural, racial and ethnic backgrounds
- Guest speakers who represent the backgrounds of your students
- Workshops that address handling outside pressure (e.g. peer pressure, parental pressure, societal pressure)

### NCAN Essential Indicators for Common Measures and Other Metrics

- **Other Metrics:**
  - Percent of students with increased performance on grit assessments
  - Percent of students exhibiting self-advocacy skills
  - Percent of students engaging in self-reflection activities
  - Percent of students who receive mentoring and/or coaching
  - Percent of students who indicate increased knowledge after attending workshops on self-reflection, resilience or managing peer pressure
## AzCAN Standard and Competencies

### Standard 3:
Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.

#### Students gain a deeper understanding of:

| 3.1 | The relationship between educational achievement and academic behaviors in high school and success in college and career. |
| 3.2 | Opportunities within and outside of school for academic enrichment. |
| 3.3 | Learning strategies (e.g. self-regulated learning, goal setting) and cognitive strategies (e.g. problem formulation, research interpretation, communication, precision and accuracy.) |

#### Students can acquire this understanding through these behaviors:

| 3.4 | Building life skills (e.g. time management, personal organization) |
| 3.5 | Establishing challenging academic goals. |
| 3.6 | Completing a rigorous college preparatory academic program (e.g. AP, IB, honors, dual enrollment). |
| 3.7 | Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation. |
| 3.8 | Engaging in academic supports as needed. |
| 3.9 | Participating in extra-curricular and leadership activities that help build life skills. |

### Sample Services or Activities

- Extracurricular activities that build leadership skills
- Partnerships with teachers to provide additional classroom support
- One-on-one academic advising (e.g. around course selection, grades)
- Extra- or co-curricular activities that provide academic enrichment or support (e.g. tutoring, group homework help)
- Workshops that teach students organizational and study skills
- Dual enrollment, Advanced Placement, International Baccalaureate or other advanced coursework

### NCAN Essential Indicators for Common Measures and Other Metrics

#### NCAN Common Measures:
- Percentage of students on track to/completing core subject areas/rigorous college-prep curriculum as defined by the state
- Percent of students taking the SAT and/or ACT
- Percent of students enrolled in AP and/or dual enrollment courses
- Percent of on-time high school graduates

#### Other Metrics:
- Percent of students who indicate increased knowledge after attending workshops on time management, study skills and other related topics
- Percent of students involved in one or more extracurricular activity
- Percent of students with an ECAP defining remaining course requirements and credits needed for high school graduation
- Percent of students graduating from high school within four or five years
- Percent of students entering postsecondary institutions without requiring remediation
At a Glance: Standards, Activities, and Measures

<table>
<thead>
<tr>
<th>AzCAN Standard and Competencies</th>
<th>Sample Services or Activities</th>
<th>NCAN Essential Indicators for Common Measures and Other Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 4:</strong> Students develop a comprehensive support system that contributes to their academic success.</td>
<td><strong>Students gain a deeper understanding of:</strong></td>
<td><strong>Other Metrics:</strong></td>
</tr>
<tr>
<td><strong>4.1</strong> The benefits of leveraging parent and family resources as well as school and social supports to enhance academic success.</td>
<td>Family engagement in programming</td>
<td>Percent of students who indicate having peers with postsecondary goals</td>
</tr>
<tr>
<td><strong>4.2</strong> The attitudinal and behavioral characteristics of college-going peers.</td>
<td>Opportunity for students to create formal or informal peer networks</td>
<td>Percent of students indicating that they have had at least one conversation about their future with family or friends within the past month</td>
</tr>
<tr>
<td><strong>Students can acquire this understanding through these behaviors:</strong></td>
<td>Mentoring with diverse student groups</td>
<td>Percent of students receiving coaching and/or mentoring</td>
</tr>
<tr>
<td><strong>4.3</strong> Engaging in conversations and interactions with family members and peers about college goals.</td>
<td>Connection to networks in the community (e.g. church groups, social service organizations)</td>
<td>Percent of students indicating they have a caring adult they can turn to when they have a question or concern about their future</td>
</tr>
<tr>
<td><strong>4.4</strong> Establishing strong connections with caring adults, inside and/or outside of school, who are supportive of postsecondary aspirations and can assist with the postsecondary college planning process and transition.</td>
<td>Youth development and youth leadership modules</td>
<td></td>
</tr>
<tr>
<td><strong>4.5</strong> Establishing strong connections with like-minded peers interested in postsecondary attainment.</td>
<td>Mentoring from early grades through college and career</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing relationships with young professionals to aid in transition from college to professional job setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connection to advisors/mentors once students are in postsecondary institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connection to alumni associations and professional networks for continued communication post-graduation</td>
<td></td>
</tr>
<tr>
<td>AzCAN Standard and Competencies</td>
<td>Sample Services or Activities</td>
<td>NCAN Essential Indicators for Common Measures and Other Metrics</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Standard 5:** Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways. | **Helping in identifying potential colleges that offer a good fit and level of selectivity** | **NCAN Common Measures:**  
Percent of students taking the SAT and/or ACT  
Percent of students completing college admission applications by school type  
**Other Metrics:**  
Percent of students identifying three or more postsecondary options to pursue  
Percent of students indicating that college advising services have been helpful for planning their future  
Percent of students who demonstrate an understanding of  
-college major/course of study options  
-course requirements to fulfill selected major or program of study  
-different offices/departments that can offer support at postsecondary institutions  
Percent of students who get recommendation letters from teachers, mentors, coaches or other adults |
<p>| <strong>Students gain a deeper understanding of:</strong> | <strong>Obtaining recommendation letters from teachers, mentors, coaches and other adults</strong> |  |
| <strong>5.1 The college-going process, including college assessment tests, admissions processes, potential majors/course of study options, and admission requirements.</strong> | <strong>Assistance in writing an application essay</strong> |  |
| <strong>5.2 The difference between high school and postsecondary options with regard to academic expectations and student life.</strong> | <strong>Connection to resources for application and admission fees, including available waivers</strong> |  |
| <strong>5.3 Where to find resources within the college environment and how to access individuals for support.</strong> | <strong>Test preparation</strong> |  |
| <strong>Students can acquire this understanding through these behaviors:</strong> | <strong>Help in compiling necessary college application materials</strong> |  |
| <strong>5.4 Participating in test preparation activities for SAT, ACT, and/or other assessments.</strong> | <strong>Connection to resources at postsecondary institutions</strong> |  |
| <strong>5.5 Completing college assessment tests.</strong> | <strong>Career and academic advising during college</strong> |  |
| <strong>5.6 Exploring, identifying, applying to, and selecting postsecondary options that match academic, career, and personal goals.</strong> |  |  |
| <strong>5.7 Accessing guidance and supports, as needed, to successfully navigate the college application, admission, and enrollment processes.</strong> |  |  |</p>
<table>
<thead>
<tr>
<th>AzCAN Standard and Competencies</th>
<th>Sample Services or Activities</th>
<th>NCAN Essential Indicators for Common Measures and Other Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 6:</strong> Students understand the fundamentals of financial literacy and financial planning for postsecondary education. Students gain a deeper understanding of:</td>
<td>Aid in completing the FAFSA</td>
<td><strong>NCAN Common Measures:</strong></td>
</tr>
<tr>
<td>6.1 The components of financial literacy for financing postsecondary education.</td>
<td>One-on-one financial advising with students and/or families</td>
<td>Percent of students who complete and submit a FAFSA form</td>
</tr>
<tr>
<td>6.2 The various financial aid and scholarship options for financing postsecondary education.</td>
<td>Financial literacy workshops for students and families</td>
<td>Percent of students awarded financial aid</td>
</tr>
<tr>
<td><strong>Students can acquire this understanding through these behaviors:</strong></td>
<td>Assisting scholarship searches</td>
<td>Percent of students that complete supplementary scholarship applications</td>
</tr>
<tr>
<td>6.3 Evaluating postsecondary options based on cost and value.</td>
<td>Encouraging family enrollment in match-savings accounts</td>
<td><strong>Other Metrics:</strong></td>
</tr>
<tr>
<td>6.4 Exploring a variety of financial aid options and supports.</td>
<td>Providing salary information for career options</td>
<td>Percent of students indicating a greater understanding of college financing after receiving counseling</td>
</tr>
<tr>
<td>6.5 Applying for financial aid.</td>
<td>Reminders and strategies for paying back loans and post-graduation</td>
<td>Percent of students receiving funding for application and admission fees, including receiving any waivers available</td>
</tr>
<tr>
<td>6.6 Making informed postsecondary decisions that include a plan for funding.</td>
<td>Providing tools (e.g., spreadsheets) for helping students and families plan and manage college finances</td>
<td>Percent of students who have completed a budget for their first year out of high school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of students indicating they know how to finance their postsecondary education</td>
</tr>
<tr>
<td>AzCAN Standard and Competencies</td>
<td>Sample Services or Activities</td>
<td>NCAN Essential Indicators for Common Measures and Other Metrics</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Standard 7:** Students enroll, persist, and successfully complete a postsecondary education program of study. | Connecting to academic advising or non-academic supports in college | **NCAN Common Measures:**  
Percent of students who enroll in a postsecondary institution within six months of high school graduation  
Student enrollment by institution type and status (full time vs. part time)  
Percent of students participating in summer melt/transition programs  
Percent of students placed into remedial courses (English/Math)  
Percent of students participating in college orientation programs  
Percent of students persisting through school from year to year (year to year student persistence)  
Percent of students persisting from one term to the next (term to term student persistence)  
Percent of students who complete and submit a renewal FAFSA form  
Percent of students who transfer from a two-year to a four-year program, with or without an Associate Degree |
| Students gain a deeper understanding of: | Summer bridge programs | **Other Metrics:**  
Percent of students participating in one or more extracurricular activities on campus  
Percent of students indicating they feel at home or fit in at their postsecondary school  
Percent of students participating on work-based learning experiences (e.g. internships and job shadowing)  
Percent of students scheduling one or more job interviews during their last semester in college  
Percent of students completing a postsecondary program |
| 7.1 The enrollment components and requirements for a selected postsecondary institution, including for summer melt/transition programs. | Mentoring that continues from elementary grades through high school into college | **Students can acquire this understanding through these behaviors:**  
Enrolling in a selected postsecondary institution.  
Participating in summer melt/transition programs, as needed and available.  
Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation.  
Seeking help from instructors and individuals providing academic support, as needed.  
Exploring career opportunities (e.g. through internships, job fairs, informational interviews) and/or graduate school options during school and following graduation. |
| 7.2 How to strike a balance between school, work, and social responsibilities | Early alert systems | **7.1 How to strike a balance between school, work, and social responsibilities** |
| 7.3 The relationship between educational achievement in college and career success. | Internships or assistance in securing internships | **7.2 The relationship between educational achievement in college and career success.** |
| Students can acquire this understanding through these behaviors: | Job shadowing and industry tours | **7.3 Enrolling in a selected postsecondary institution.** |
| 7.5 Enrolling in a selected postsecondary institution. | Career exploration with elementary and middle-school students | **7.5 Enrolling in a selected postsecondary institution.** |
| 7.6 Participating in summer melt/transition programs, as needed and available. | Career advising at postsecondary level | **7.6 Participating in summer melt/transition programs, as needed and available.** |
| 7.7 Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation. | Connecting to academic advising or non-academic supports in college | **7.7 Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation.** |
| 7.8 Seeking help from instructors and individuals providing academic support, as needed. | Summer bridge programs | **7.8 Seeking help from instructors and individuals providing academic support, as needed.** |
| 7.9 Exploring career opportunities (e.g. through internships, job fairs, informational interviews) and/or graduate school options during school and following graduation. | Mentoring that continues from elementary grades through high school into college | **7.9 Exploring career opportunities (e.g. through internships, job fairs, informational interviews) and/or graduate school options during school and following graduation.** |