



COLLEGE
PROMISE PROJECT

Evaluation of the Kansas City Scholars Program

Year 4 Report

2020

INTRODUCTION

The Kansas City Scholars Program (KC Scholars) was launched in 2016 to help low- and modest-income students in the six-county Kansas City metropolitan area enroll in and complete higher education and, ultimately, to strengthen the regional economy.¹ The program targets students from 128 high schools and adults who are returning to college and seeks to reduce racial and ethnic gaps in higher education access and completion.

The program consists primarily of the following three components:

Traditional

In this component, the program awards college scholarships of \$5,000 to \$10,000 per year to students in 11th grade.

Adult Learner

In this component, the program provides college scholarships of \$5,000 per year for learners aged 24 or older who have accumulated at least 12 college credits and have not earned a bachelor's degree. Applicants with an associate's degree are eligible to apply.

College Savings

In this component, the program offers two different college-savings tracks. In the *seeded accounts*, KC Scholars contributes to a tax-free 529 college savings plan for high school freshmen awardees. For 50 of those awardees, the program also matches any additional student savings at a rate of 4:1, up to \$5,000, with up to an additional \$2,000 for students in this group of 50 who throughout their subsequent high school years achieve college preparation milestones. The awards for these 50 students are referred to as *matched accounts*. College Savings awardees are not automatically awarded a Traditional scholarship; when they reach the 11th grade, they, like all other 11th graders, must apply for a scholarship.

Funding for all three scholarship components, Traditional, Adult Learner, and College Savings, is paid directly to the 17 partner colleges and universities attended by the awardees. Each scholarship is renewable for up to five years.

Overview

This is the first of two reports based on the evaluation of KC Scholars' fourth year of operation. The first section describes the characteristics of eligible applicants (hereafter referred to simply as applicants) and awardees for the program's 2020 award cycle, as well as the extent to which they reflect the population of the region served by the program. The second section summarizes information collected from partner high schools about program implementation and KC Scholars' influence on the schools' college-going culture. The final section of the report presents survey responses from awardees who had been enrolled in college during the 2019/20 academic year. The second report, to be released in spring 2021, will include impact analyses of the Traditional scholarship and Adult Learner awardees and a summary of the results of a survey on the workforce outcomes of the Adult Learner awardees.

¹ The six counties served by KC Scholars are Cass, Clay, Jackson, and Platte in Missouri and Johnson and Wyandotte in Kansas.

APPLICANT AND AWARDEE CHARACTERISTICS AND REGIONAL REPRESENTATION: 2020 AWARD CYCLE

Guiding Questions



What are the characteristics of students who apply to and are accepted by the KC Scholars program?



Are the awardees representative of the low-and modest-income individuals in the six-county KC Scholars region?

In spring 2020, KC Scholars completed its fourth award cycle (the 2020 award cycle), based on applications submitted and reviewed, with awards made during the 2019/20 academic year. During this period, the program received a total of 2,231 eligible applications for its three components: Traditional, Adult Learner, and College Savings. Among applicants, 32 percent were awarded a Traditional scholarship, and 100 percent of the Adult Learner and College Savings applicants were offered awards. Table 1 provides a snapshot of applicant and awardee totals for each program component.

TABLE 1

Applicants and Awardees From the 2020 KC Scholars Award Cycle, by Program Component

	Applicants	Awardees
Traditional	1,625	527
Adult Learner	200	200
College Savings	406	406 (356 seeded, 50 matched)
Total	2,231	1,133

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. The Traditional scholarship awardees include students who receive a scholarship to attend the University of Missouri–Columbia or the University of Missouri–Kansas City.

This section presents the characteristics of the applicants and awardees and the extent to which they reflected the demographic makeup of the six-county area served by KC Scholars. The comparison of applicant pool and awardee cohort characteristics against valid population benchmarks can provide KC Scholars leadership with practical information about the ways in which the program is reaching its intended beneficiaries.

About the Population Data

To understand the composition of KC Scholars' target population — low- and modest-income individuals who reside in the six-county Kansas City region — the WestEd evaluation team collated publicly available data from the U.S. Census Bureau and the National Center for Education Statistics (NCES) and compared them with program applicant data. For the populations targeted for the Traditional scholarship and College Savings components, the team retrieved student enrollment counts from NCES' Common Core of Data for school year 2018/19, the most recent year for which these data were available. The team aggregated enrollment totals for all public high schools serving students in the six counties of Cass, Missouri, Clay, Missouri, Jackson, Missouri, Johnson, Kansas, Platte, Missouri, and Wyandotte, Kansas, then separated data by gender, free and reduced-price lunch eligibility, and race/ethnicity. (NCES' equivalent survey of private school enrollments, the Private School Universe Survey, releases enrollment data for every other school year, with the most recent year being 2017/18. Thus, private school records were not included in the evaluation team's estimates, although students enrolled in private schools are eligible to apply for the Traditional and College Savings awards. Homeschooled youth are also eligible to apply, but the team was unaware of any reliable data source for the county-level homeschool populations.) For the adult population, those targeted for the Adult Learner component, the evaluation team drew on 2019's one-year estimates from the U.S. Census Bureau's Population Estimates Program and 2018's average five-year estimates from its American Community Survey. Population data from these sources were retrieved at the county level and averaged across the six-county KC Scholars service region. Where applicable, these sources are noted in the tables and figures throughout this report.

Traditional

The Traditional scholarship is KC Scholars' largest component, accounting for 1,609 awards over KC Scholars' four award cycles. During the 2020 cycle, 1,625 eligible applications were submitted for the Traditional scholarship, with 527 (32 percent) resulting in a scholarship offer. These awardees hailed from 77 unique high schools in the program's service area (appendix B, table B1). The awardee total of 527 includes 221 students who, because their application scored just below the cutoff point for Traditional scholarships, were offered an institution-specific award to attend either the University of Missouri–Columbia (MU) or the University of Missouri–Kansas City (UMKC) rather than an award that could be applied to any one of the program's 17 network colleges or universities. These additional scholarships are jointly funded by KC Scholars and the MU/UMKC campuses. Because the students who are offered a MU- or UMKC-specific scholarship completed the same Traditional scholarship application as all other applicants, for purposes of analysis in this evaluation they are included in the same applicant pool and awardee cohort as students who received a Traditional scholarship to attend one of the 17 partner colleges or universities. The complete distribution of Traditional scholarship application scores can be found in appendix B: Figure B1 displays applicants' scores with the cutoff point for Traditional scholarship awardees who were not MU/UMKC awardees, and figure B2 displays this same score distribution with an additional cutoff point indicating the lowest MU/UMKC awardee score.

Traditional Scholars Application Process

Individuals who meet eligibility criteria for the Traditional scholarship, including residing within the six-county service region and being of low to modest income, complete an online application. After eligibility is certified, staff and external reviewers review application responses, GPA, personal statements, and letters of recommendation that result in a total score for each applicant. The top-scoring applicants receive a scholarship award to attend any of the program's 17 two- and four-year partner institutions of higher education and their branch campuses (appendix A, table A1). Additional Traditional scholarships are awarded to applicants who score just below the cutoff, to attend either the University of Missouri–Columbia or the University of Missouri–Kansas City. Throughout this report, unless otherwise indicated, students who received one of these additional scholarships are included in the analyses related to the program's Traditional scholarship component.

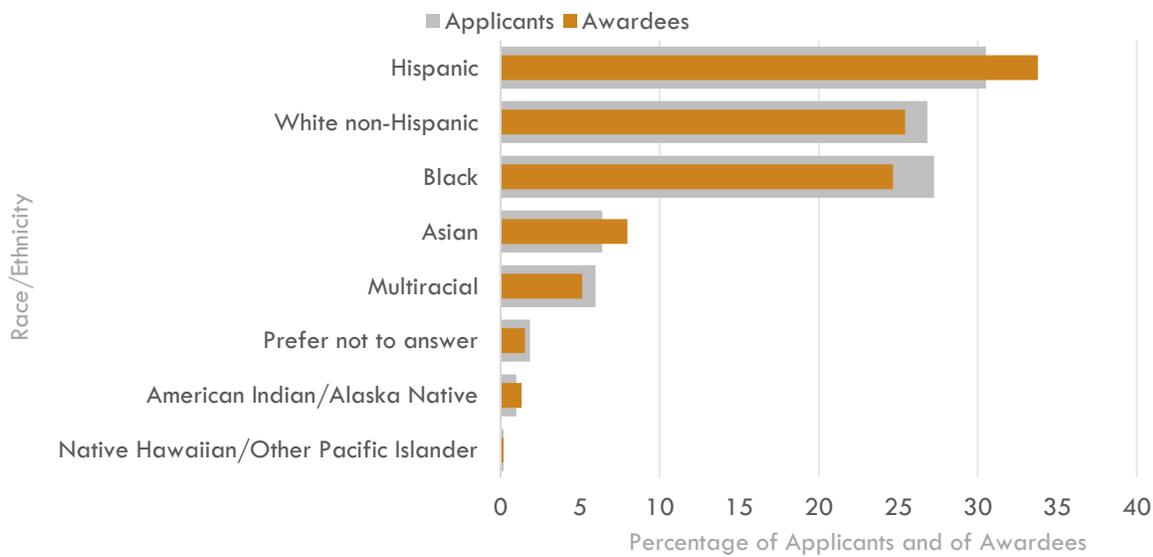
Traditional scholarship applicants and awardees were racially and ethnically diverse.

The composition of applicants and awardees in the 2020 award cycle by race/ethnicity (as self-identified in students' applications) is shown in figure 1. Making up 34 percent of all awardees, students who identified as Hispanic/Latino (hereafter identified as Hispanic) accounted for the largest racial/ethnic group (appendix B, table B2).

They were followed by students who identified as White, not Hispanic/Latino (hereafter identified as White non-Hispanic) (25 percent), students who identified as Black/African American (hereafter identified as Black) (25 percent), and students who identified as Asian (8 percent). Students reporting a different race/ethnicity, more than one race/ethnicity, or choosing not to respond accounted for an additional 8 percent of awardees.

Figure 1

Percentage of Applicants and Awardees for Traditional Scholarships, by Racial/Ethnic Group



Note. This figure represents the evaluation team's analysis of race/ethnicity for Traditional scholarship applicants and awardees, based on KC Scholars administrative data.

Application Data and Methods

WestEd analyzed application data from 2,231 eligible applicants for whom a final score was assigned and an award determination was made. This dataset excluded 111 applicants who reached the final review stage, but whose application was not scored due to insufficient documentation or a failure to meet program criteria. Thus, throughout this report, the term *applicants* refers to those who met all application criteria and were considered for an award. The term *awardees* describes the subset of applicants who were offered a scholarship or college matching funds through one of the three program components regardless of whether students accepted their award.

To analyze the characteristics of students who were offered a KC Scholars award, WestEd obtained 2020 award-cycle application data from KC Scholars administrators. The data provide a comprehensive picture of the individuals who progressed through the application process from initial eligibility screening to final award determination. The WestEd evaluation team compiled items from each of the stages in the application process into a complete dataset of eligible applicants and awardees.

Spotlight on MU/UMKC Scholars

As in previous years, KC Scholars awarded a subset of Traditional scholarships to students to attend MU or UMKC. These scholarships are funded through a matched commitment between KC Scholars and MU/UMKC. In the 2020 award cycle, 221 eligible applicants received an MU/UMKC scholarship offer, accounting for 42 percent of Traditional awards. On the whole, these students mirrored the composition of the broader awardee pool for this scholarship, in terms of gender, race/ethnicity, parental baccalaureate attainment, county of residence, and measures of economic disadvantage. For example, 24 percent of MU/UMKC awardees identified as Black, 34 percent identified as Hispanic, and 25 percent identified as White non-Hispanic — nearly the same proportions as the full Traditional awardee pool. Seventy-six percent of MU/UMKC awardees said they were eligible for FRL, compared with 77 percent of all Traditional scholarship awardees, and their average EFC was only slightly higher than all Traditional scholarship awardees (\$1,456 compared with \$1,146, respectively). The largest difference in characteristics between the two groups was in parental baccalaureate attainment, with a slightly higher share of MU/UMKC awardees reporting having a parent with a four-year degree (22 percent) compared with all Traditional scholarship awardees (17 percent). The two groups were also similar in terms of academic achievement, with average ACT scores and high school GPAs that were within 1/10th of a point of each other.

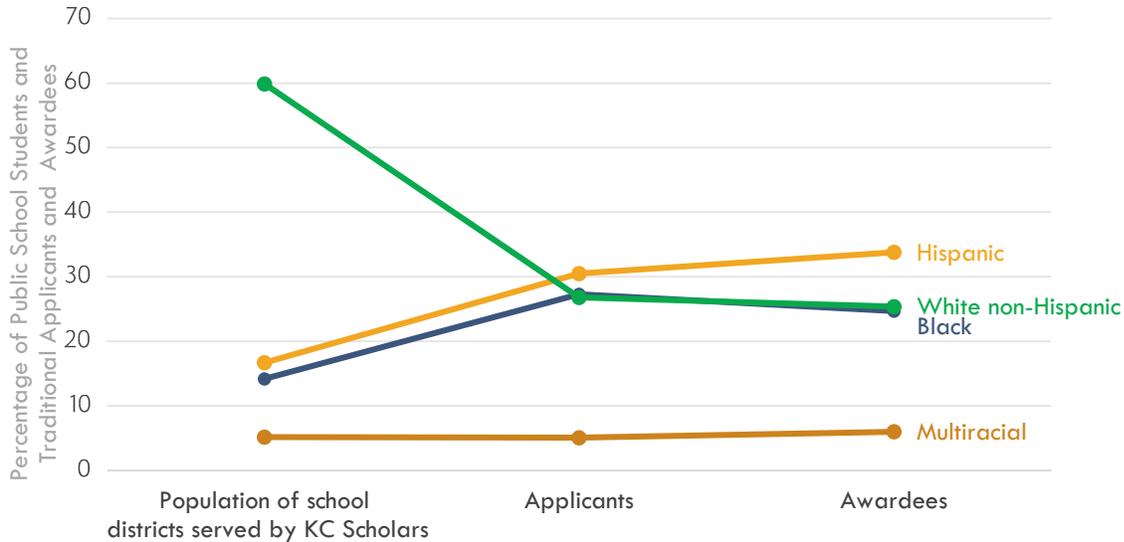
The shares of Black and White non-Hispanic students in the Traditional scholarship awardee cohort were slightly smaller than their respective shares in the applicant pool; the shares of Hispanic and Asian awardees were slightly larger than their respective shares in the applicant pool.

The racial/ethnic composition of the Traditional scholarship awardee cohort largely mirrored that of the applicant pool, though several nuanced differences merit mention (appendix B, table B2). First, the proportion of Black students in the awardee cohort was smaller than the proportion of Black students in the applicant pool. This was also true for White non-Hispanic students. Each of these two racial/ethnic groups represented 27 percent of applicants, but 25 percent of awardees. Students who self-identified as multiracial followed the same pattern, representing 6 percent in the applicant pool and 5 percent in the awardee cohort. In contrast, the shares of Hispanic and Asian students in the applicant pool (31 and 34 percent, respectively) were greater than their shares in the awardee cohort (6 and 8 percent, respectively). Although these differences in the composition of the two groups are small, they reflect historical program patterns, particularly in the case of Black students, whose share of the awardee cohort has been lower than their share of the applicant pool in each of the four award cycles to date.

The shares of Black and Hispanic students in the Traditional scholarship awardee cohort were almost twice that of their shares in the Kansas City–area high school population.

Black applicants accounted for 25 percent of the cohort of awardees for the Traditional scholarship, which was nearly twice the rate of their 14 percent representation in the public school population of the six KC Scholars counties (figure 2). Hispanic students showed a similar pattern, representing 34 percent of awardees compared with 17 percent of the general high school population.

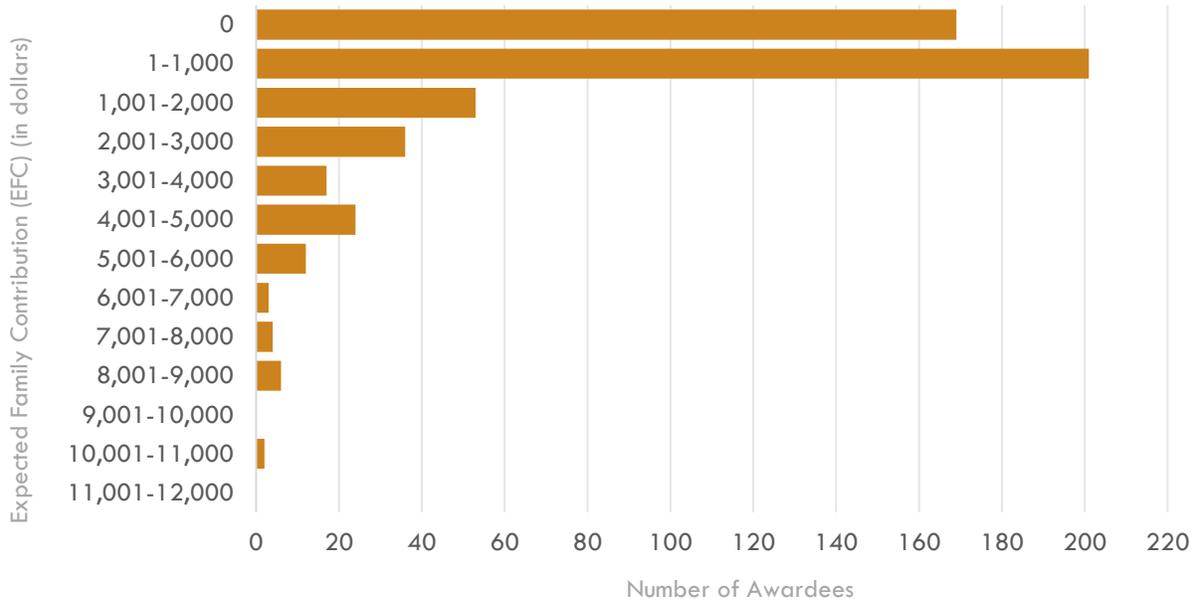
Figure 2
Percentage of Public School Students in Districts Served by KC Scholars and of Traditional Scholarship Applicants and Awardees, by Race/Ethnicity



Note. This figure represents the evaluation team’s analysis of the race/ethnicity of Traditional scholarship applicants and awardees, based on KC Scholars administrative data. Population figures are based on data from the U.S. Department of Education, NCEES, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey, 2018-19 v.1a. Asian and Pacific Islander students are grouped together in the CCD and cannot be disaggregated for comparison with application data. Population estimates for American Indian/Alaska Native students and Native Hawaiian/Other Pacific Islander students are missing or too small to allow valid comparisons.

Applicants and awardees are from low- to modest-income families.

To be eligible for the Traditional scholarship, students must demonstrate an expected family contribution (EFC) of \$12,000 or less, as measured through the Free Application for Federal Student Aid (FAFSA). The average EFC among the 2020 applicants (\$2,293) and awardees (\$1,146) for the Traditional scholarship was significantly below that cutoff (figure 3). Although the EFC levels were low, they represent increases from previous years’ averages, which had been going down each year since the program’s first award cycle (appendix B, table B3). For example, in the 2019 award cycle, EFCs averaged \$1,979 for applicants and \$633 for awardees. The average EFC of \$1,146 for this cycle’s awardees was the highest average EFC among Traditional scholarship awardees to date.

Figure 3**Number of Traditional Scholarship Awardees, by Expected Family Contribution Category**

Note. This figure represents the evaluation team's analysis of Traditional scholarship awardees' EFC, based on KC Scholars administrative data.

The share of awardees who reported eligibility for the federal free and reduced-price lunch program was higher than the average share of eligible high school students in the program's service region.

The percentage of students who self-reported as being eligible for the federal free and reduced-price lunch (FRL) program was 69 for applicants and 77 for awardees. Both percentages were higher than the average FRL rate of 42 percent across all public high schools in the six-county region. For detailed comparison data on this and the following two findings, see figure 4 and appendix B, table B3.

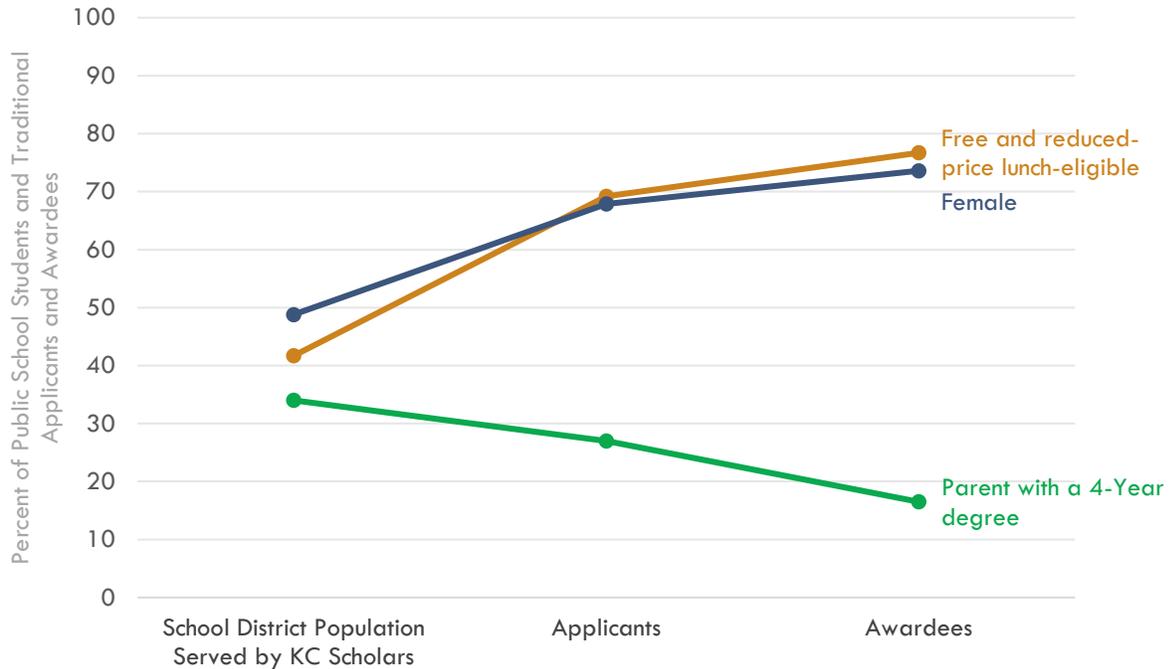
Awardees reported lower rates of parental bachelor's degree attainment compared with those in the applicant pool and the broader area population.

Twenty-seven percent of applicants and 17 percent of awardees reported that at least one parent had completed a bachelor's degree. According to the most recent U.S. Census Bureau data, the proportion of the adult population with a four-year degree or higher in the six-county Kansas City region served by the program is 34 percent.

Females were overrepresented among applicants and awardees for the Traditional scholarship compared with the six-county average for all high schools.

The share of females versus males in the 2020 awardee cohort (74 percent) was higher than the share of females versus males in the applicant pool (68 percent). Both of these percentages were higher than the 49 percent of students in the Kansas City area student population who identified as female. The 74 percent share of females in the 2020 Traditional scholarship awardee cohort represented a decrease from their 78 percent share of the 2019 awardee cohort.

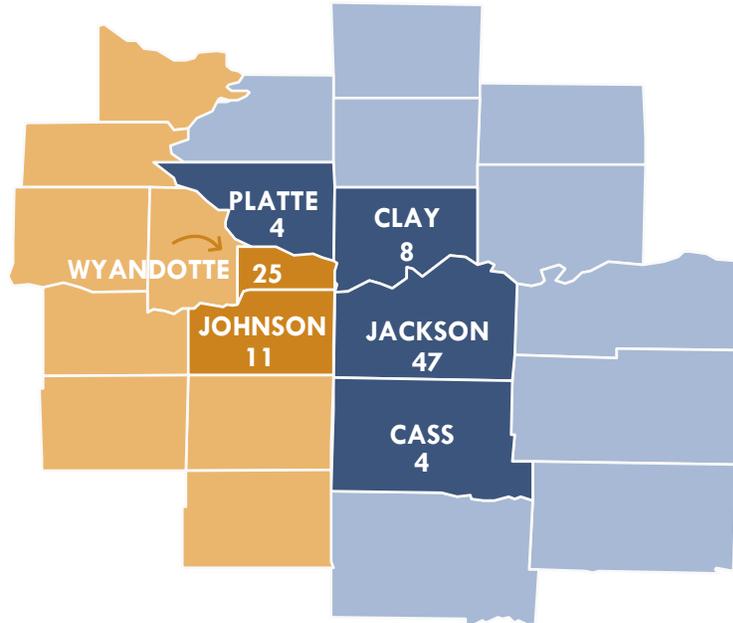
Figure 4
Percentage of Public School Students in Districts Served by KC Scholars and Traditional Scholarship Applicants and Awardees, by Free and Reduced-Price Lunch Eligibility, Gender, and Parent Education



Note. This figure represents the evaluation team’s analysis of the FRL status, gender, and parent education of applicants for and awardees of the Traditional scholarship, based on KC Scholars administrative data. Population data for the percentage of FRL-eligible students and the percentage of female students are from the U.S. Department of Education, NCES, CCD, Public Elementary/Secondary School Universe Survey, 2018-19 v.1a. Population data for parental baccalaureate attainment are from the U.S. Census Bureau’s American Community Survey (ACS), 5-Year Estimates 2014–2018.

The largest proportion of applications and awardees lived in Jackson County, Missouri.

Consistent with previous award cycles, Jackson County, Missouri, continued to be the largest source of applications for the Traditional scholarship, with nearly half (48 percent) of all applicants residing there (figure 5). Most awardees (47 percent) were also from that county.

Figure 5**Percentage of Traditional Scholarship Awardees, by County Served by KC Scholars**

Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Total may not sum to 100% due to rounding.

The level of academic achievement was similar between applicants and awardees.

Applicants and awardees did not differ appreciably on measures of academic achievement, although awardees had modestly higher achievement levels. Among the applicants who self-reported their ACT scores ($N = 336$), the mean score for awardees was 22, slightly higher than the 21 reported by their eligible, non-awarded peers (appendix B, table B4). The mean grade point average (GPA) for awardees (3.6) was also higher than that of eligible non-awardees (3.3) ($N = 1,624$).

Awardees reported higher levels of employment than applicants.

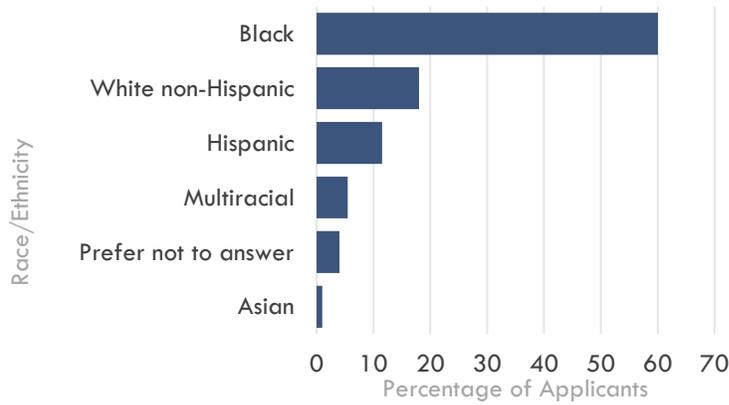
Compared with 46 percent of applicants, 58 percent of awardees reported that they were currently employed, in either a full-time job, a part-time job, or more than one job. By contrast, 40 percent of applicants said they had never worked before, compared with 29 percent of awardees. These patterns were consistent with previous award cycles (appendix B, table B4).

Adult Learner

The Adult Learner component of KC Scholars has grown in size since the first year of the program. After launching this component with an inaugural cohort of 91 awardees, the program has seen the number of Adult Learner applicants and awardees increase each year, up through the 2020 award cycle. In that award cycle, as in previous years, all eligible adult applicants were offered an award. Thus, the 2020 cohort had 200 applicants and 200 awardees. For characteristics of Adult Learner awardees, see appendix C, table C1.

The majority of Adult Learner applicants were persons of color, with the largest proportion of applicants identifying as Black.

Figure 6
Percentage of Awardees for Adult Learner Awardees, by



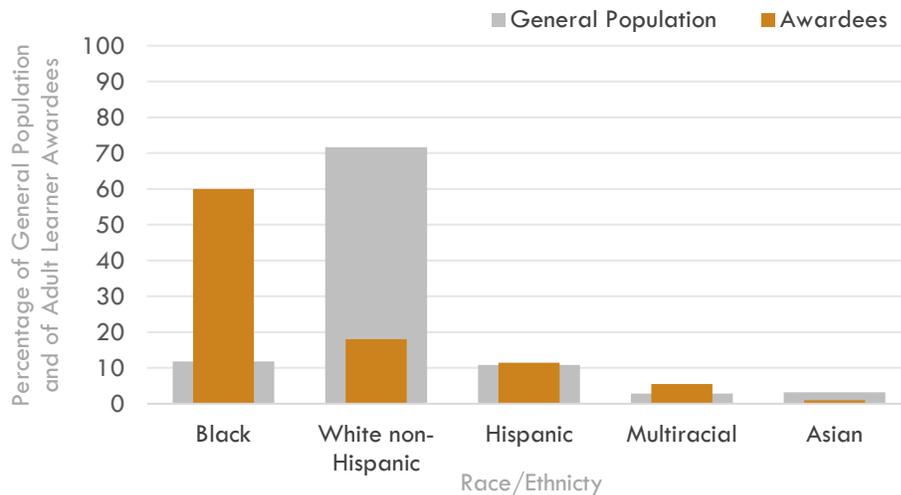
Note. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Total may not sum to 100% due to rounding.

One hallmark of the Adult Learner component has been its ability to attract applicants who identify as Black. In each of the first three award cycles, Black adults constituted the majority of awardees, and the 2020 award cycle continued this trend with 60 percent of awardees so identifying. Notably, the share of Hispanic awardees increased this year to its highest proportion yet, at 12 percent. White non-Hispanic awardees represented 18 percent of awardees (a decline from the previous year), and an additional 11 percent of awardees reported a different race/ethnicity, reported more than one race/ethnicity, or chose not to respond. See figure 6 for more detail on the racial and ethnic breakdown of the 2020 Adult Learner awardees.

The share of Black Adult Learner awardees is five times larger than the proportion of this group in the general population of the six-county region.

The 2020 Adult Learner awardee cohort includes more students of color than the general population in the Kansas City region (figure 7). Specifically, Black awardees make up 60 percent of the awardee cohort, even though they represent 12 percent of the region’s population. For White non-Hispanic awardees, this pattern is reversed: they account for 18 percent of Adult Learner awardees, but 72 percent of the region’s population (appendix C, table C2).

Figure 7
Percentage of Population in KC Scholars Service Area and Adult Learner Awardees, by Race/Ethnicity



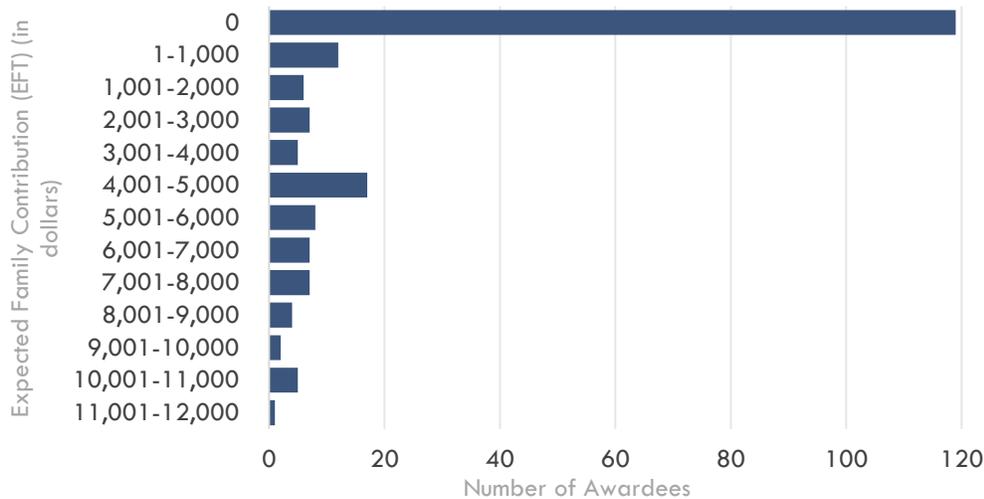
Note. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Population figures are based on data from the U.S. Census Bureau’s Population Estimates Program, Vintage 2019 Tables.

More than half of the Adult Learner awardees had no resources to pay for college.

Data from the 2020 award cycle confirm that Adult Learner awardees had few, if any, financial resources to pay for college, as measured by the expected EFC metric (figure 8). Specifically, 119 of 200 awardees reported an EFC of \$0. The average EFC was \$1,874, the lowest average EFC reported among adult awardees in any of the four awardee cohorts to date (appendix C, table C1).²

Figure 8

Number of Adult Learner Awardees by Expected Family Contribution Category



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Total may not sum to 100% due to rounding.

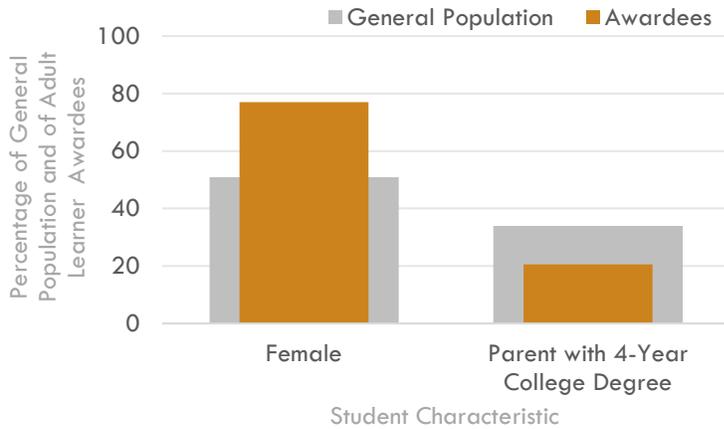
The majority of Adult Learner awardees were female and reported that their parents did not have a four-year degree.

More than three quarters (77 percent) of Adult Learner awardees identified as female (figure 9). About 80 percent of Adult Learner awardees reported that their parents had not earned a bachelor's degree, which is another marker of economic disadvantage. The level of parental four-year higher education attainment in this awardee cohort was comparable with those of previous years (appendix C, table C1) and was lower than the region's general population (appendix C, table C2).

² To put these numbers in perspective, in 2018, the most recent year for which data were available, the U.S. Census Bureau reported that the five-year rolling average per-capita income in the six-county Kansas City metropolitan region was \$33,494. Median household income for the same period was \$65,922. (U.S. Census Bureau, *American Community Survey (ACS), 5-Year Estimates 2014-2018*.)

Figure 9

Percentage of Population in KC Scholars Service Area and Adult Learner Awardees, by Gender and Parent Education Level



Note. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Data on the gender of the general population of the KC Scholars service area come from the U.S. Census Bureau’s Population Estimates Program. Data on the percentage of persons who are 25 years or older with a bachelor’s degree or higher in the general population of the KC Scholars service area come from the U.S. Census Bureau’s ACS, 5-Year Estimates 2014–2018.

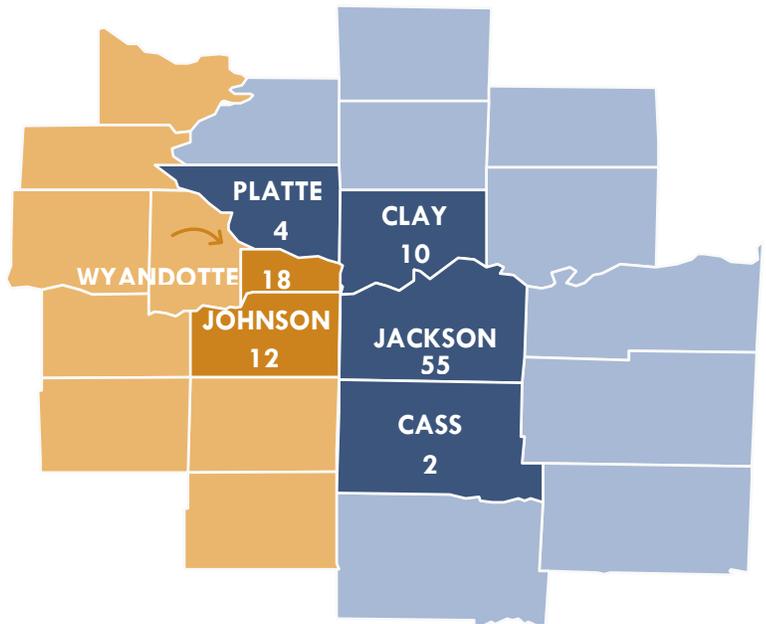
The largest proportion of Adult Learner awardees lived in Jackson County, Missouri, but that percentage has steadily decreased over time.

The geographic distribution of Adult Learner awardees was similar to the distribution of Traditional scholarship awardees. As shown in figure 10, the majority of Adult Learner awardees resided in Jackson County, Missouri (55 percent); followed by Wyandotte, Kansas (18 percent); Johnson, Kansas (12 percent); Clay, Missouri (10 percent); Platte, Missouri (4 percent); and Cass, Missouri (2 percent). The percentage of Adult Learner awardees from Jackson County, Missouri, has decreased over time, from 69 percent in the first awardee cohort to 55 percent in the fourth awardee cohort (appendix C, table C2).

The average age of Adult Learner awardees was 36, and few awardees were veterans.

Adult Learner awardees in the 2020 award cycle had an average age of 36 years old, similar to that of previous award cycles (appendix C, table C1). A majority (44 percent) were in the 31–40 age range, followed by the 24–30 range (29 percent), and the 41–50 range (21 percent), with 7 percent over age 50. In the 2020 cycle, only 2 percent of adult awardees self-reported being veterans of the armed services.

FIGURE 10
Percentage of Adult Learner Awardees, by County Served by KC Scholars.



Note. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Total may not sum to 100% due to rounding.

The large majority of Adult Learner awardees reported currently being employed, consistent with trends in previous years.

Most Adult Learner awardees (60 percent) reported that they worked full time while going to school. Sixteen percent reported part-time employment, and 14 percent reported having more than one job. Eleven percent reported that they were not working, but all respondents in this last group reported having been previously employed.

Most Adult Learner awardees had already accumulated between 61 and 70 college credits, had previously pursued a bachelor's degree, and had an average GPA of 2.5.

Data collected on prior postsecondary experiences included number of credits earned when previously enrolled in college, type of degree pursued, GPA, and reasons for not completing the program. In the 2020 cycle, the range of previous credits earned was wide, from awardees who reported completing between 12 and 15 credits to awardees who reported completing more than 160 credits. The largest number of awardees (30) reported completing between 61 and 70 credits. Detailed data on this and the following findings are found in appendix C, table C3.

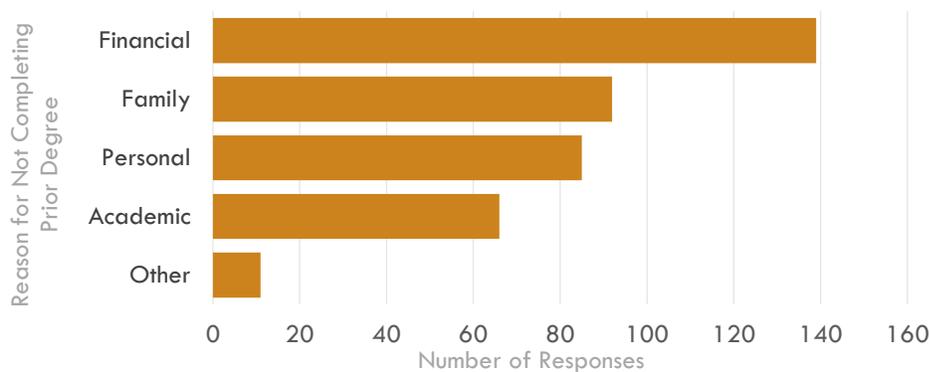
According to Adult Learner application data, 53 percent of awardees had been pursuing a bachelor's degree when they stopped attending college. Forty-two percent had been enrolled in associate's degree programs, and 5 percent had not been enrolled in a degree program. One third of awardees had previously earned an associate's degree. The average prior postsecondary GPA among awardees who responded to the item ($n = 114$) was 2.5.

Most Adult Learner awardees reported that financial issues were among the reasons that they stopped attending college.

The reasons provided by Adult Learner awardees for not having completed a degree were complex and interrelated (appendix C, table C3). As shown in figure 11, 139 of the 200 Adult Learner awardees cited financial reasons, followed by family reasons (92), personal reasons (85), and academic reasons (66). Many responses included several or all of these categories, underscoring the complexity. Open-ended responses detailed the challenge of financial hardship due to illness and medical expenses; challenges associated with balancing work and childcare responsibilities; and instability in home and work life.

Figure 11

Reasons Adult Learner Awardees Did Not Complete Prior Degree, by Number of Respondents



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data.

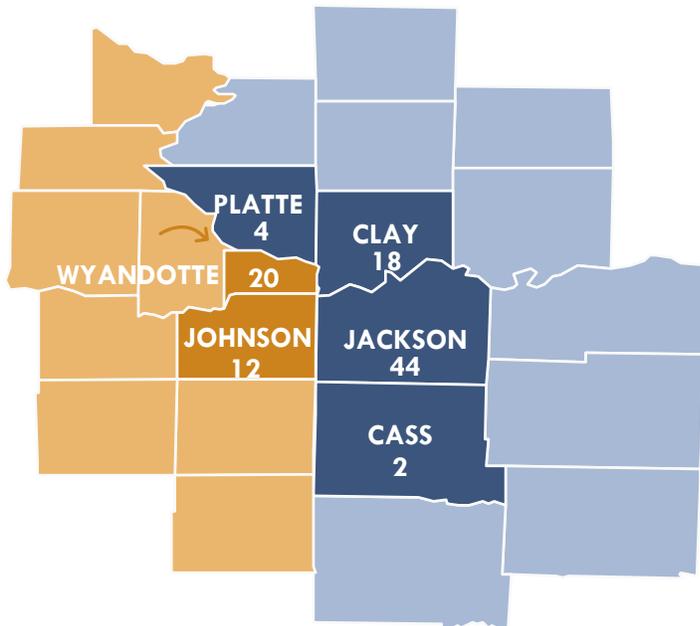
College Savings

During its first four years, KC Scholars has offered two different college-savings tracks: (1) a seeded account that contributes to a 529 college savings plan and (2) a savings match for up to \$5,000, and up to \$2,000 more for students who complete specified college preparation activities. The summary below presents data about awardees in both tracks. Beginning in the 2021 award cycle, KC Scholars will combine the seeded and matched awards so that all awardees will be eligible for a match on their account contributions and for incentives each high school year.

The largest proportion of College Savings awardees live in Jackson County, Missouri.

All eligible 2020 applicants for the College Savings component of KC Scholars were offered a College Savings award. Of the 406 College Savings awards offered, 356 were in the form of a seeded college savings account, and 50 were offered in the form of a matched account (appendix D, table D1). Forty-five percent of awardees from the seeded-account group and 44 percent of the matched-account group resided in Jackson County, Missouri, consistent with the trend across the other scholarship components (figure 12).

FIGURE 12
Percentage of College Savings Awardees, by County Served by KC Scholars



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Total may not sum to 100% due to rounding.

In both the seeded- and the matched-account awardee cohorts, awardees were fairly evenly distributed among three racial/ethnic groups and were mostly female. In both groups, most awardees reported that their parents did not have a four-year college degree. Awardees in the matched-account subgroup had a lower economic background than those in the seeded-account subgroup.

Among awardees in the seeded-account subgroup, Hispanic students were the largest racial/ethnic category, at 31 percent, followed by White non-Hispanic students (27 percent) and Black students (26 percent). Two thirds (66 percent) of awardees identified as female. About one third (33 percent) reported that at least one parent had a bachelor's degree.

Awardees had an average EFC of \$2,602, and 65 percent reported being eligible for FRL.

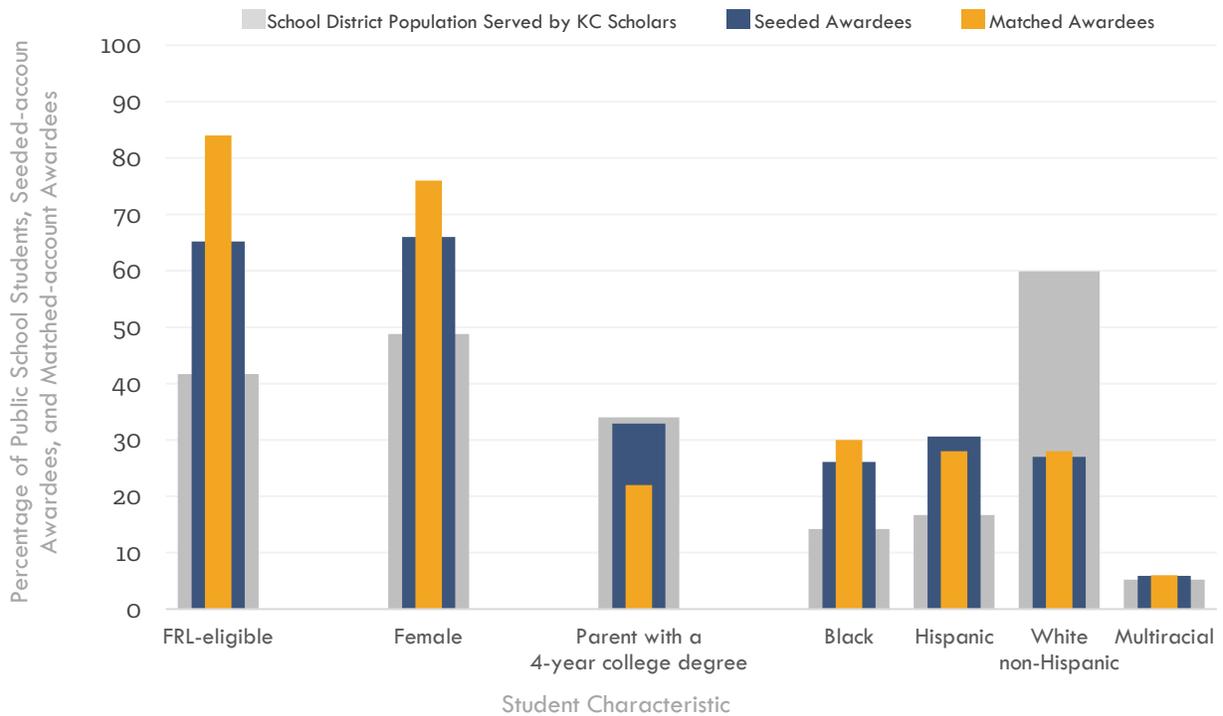
Like those in the seeded-account subgroup, awardees in the matched-account subgroup were roughly evenly distributed across the three largest race/ethnicity groups, with Black students (30 percent) making up a slightly higher proportion than Hispanic students (28 percent) and White non-Hispanic (28 percent) students. Seventy-six percent of awardees in this subgroup identified as female. Twenty-two percent reported that at least one parent had a bachelor's degree. These awardees had an average EFC of \$697, and 84 percent reported being eligible for FRL.

Compared with the public school population in the KC Scholars service area, the seeded- and matched-account awardees came from lower socioeconomic levels and had higher proportions of Black and Hispanic students.

Both seeded- and matched-account awardees had higher rates of FRL eligibility and first-generation college status (having at least one parent with a four-year college degree), showing that they were from lower socioeconomic levels than the public school averages in the counties served by KC Scholars (figure 13). The seeded- and matched-account awardees also had a higher percentage of Black and Hispanic students compared with the public student population in the KC Scholars counties (appendix D, table D2).

Figure 13

Percentage of Public School Students in Districts Served by KC Scholars and Seeded- and Matched-Account Awardees, by FRL Eligibility, Gender, and Parent Education



Note. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Population data for percentage FRL, percentage female, and percentage racial/ethnic composition are from the U.S. Department of Education, NCES, CCD, Public Elementary/Secondary School Universe Survey, 2018-19 v.1a. Population data for parental baccalaureate attainment are from the U.S. Census Bureau’s ACS, 5-Year Estimates 2014–2018.

Both seeded- and matched-Account awardees were high academic achievers who were engaged with their family, their community, and the workforce.

The mean GPAs for seeded-account awardees (3.5) and for matched-account awardees (3.8) were high (appendix D, table D3). Seventy-five percent of seeded-account awardees and almost all (98 percent) of matched-account awardees also reported that they participated in school, church, or community activities. In addition, the seeded- and matched-account awardees worked in paid employment (6 percent and 22 percent, respectively) and had family commitments (37 percent and 50 percent, respectively).

PROGRAM IMPLEMENTATION AND INFLUENCE ON HIGH SCHOOL CULTURE

Guiding Questions



What do high school administrators and counselors think is leading students to apply (or not apply) to the KC Scholars program?



In what ways do high school administrators and counselors think KC Scholars has affected the college-going culture of their schools?

In fall 2020, the WestEd research team interviewed principals and counselors from a small sample of KC Scholars high school partners to learn their perspectives about the factors that contribute to or deter students from applying to the program and about the influence of the program on their school's college-going culture.

To gain context about program implementation at each school site, interviewees were also asked their perspectives on what educators, students, and families think about the program, how their school shares program information with students and families, what support their school offers to students throughout the application process, and how the COVID-19 pandemic has impacted program implementation and the postsecondary decisions of KC Scholars awardees. During the interviews, principals and counselors also offered suggestions for ways KC Scholars can provide additional support to schools to improve program implementation.

Findings

This section summarizes interview responses across the five school sites in relation to perceptions of the KC Scholars program; communication and support; factors that influence who submits an application; program influence on college-going culture; the impact of COVID-19; and how to improve program implementation.

Methods

The WestEd evaluation team collaborated with the KC Scholars program staff to identify five Kansas City–area high schools to serve as the sample for the interviews. Schools were selected to represent diversity based on several characteristics, including location (state, rural/urban designation), student population size and racial/ethnic makeup, and school type (district/charter).

Due to COVID-19, in-person site visits originally planned for spring 2020 were postponed and replaced with Zoom-based interviews in fall 2020. Each interview lasted 60 to 90 minutes. For four of the five schools, the school principal and a school counselor were interviewed together; for the fifth school, a school counselor was the sole interviewee. The same two WestEd evaluation team members conducted all interviews, employing a semistructured interview protocol (appendix E). The lead interviewer posed most of the questions, and the second interviewer asked clarifying questions when appropriate. The second interviewer was the main notetaker, but the main interviewer also took notes when possible. The interview responses were synthesized according to the interview questions and were independently coded thematically by each interviewer. The interviewers then collaboratively cross-checked the themes and codes for consistency. In instances where themes differed, the team discussed and recoded the responses.

The findings reflect the perceptions and beliefs of the interviewees only, and the schools in the sample varied by several characteristics. The findings may not be generalizable to all KC Scholars high school partners.

Perceptions of the Program

High school staff have high regard for the KC Scholars program and gained a deeper understanding of the program over time.

- All interviewees reported that they think highly of the program and believe the rest of the school staff feels similarly. They explained that the program, from their perspective, presents a life-changing opportunity for students who would otherwise find college unaffordable.
- Interviewees from two schools reported being particularly impressed by the support that KC Scholars provides to awardees, especially the guidance during the summer after graduation and the first year of college.
- Interviewees from one school noted that the program helps them achieve their school's equity goals.
- Interviewees reported that during the four years since the program launched, school staff have developed a deeper understanding of the program, leading to improved messaging to students about program details. (Interviewees from one school lacked historical context for the program because they were both relatively new to the school.)

The KC Scholars program is attainable for students, giving them hope and confidence.

- All interviewees reported that high school staff perceive the program as accessible and attainable for their students, especially after seeing students from their school become awardees.
- Interviewees from three schools perceived that in contrast to more competitive merit-based scholarships, KC Scholars awards are attainable for students who are not "academic superstars." They reported that their students believe in the possibility of getting an award, which gives them hope that they will be able to afford college.
- Representatives from one school reported that the majority of their students are ineligible because they do not meet the income requirements.

Most students and families have information about KC Scholars and value the program.

- All interviewees reported their belief that the majority of their students and families are aware of the KC Scholars program. One reported that the program is a "big conversation piece" among students.
- Interviewees reported that students think the program is important and feel positively about it. There is a recognition that without the program's financial support, students would not be able to afford college. One interviewee stated, "It's a big deal. They know the dates for the application and decisions."
- Interviewees explained that due to such family characteristics as limited language proficiency, access to technology, and knowledge of the college application process, some families may not have access to information about the program, understand program details, and/or recognize the benefits it can provide.

Communication and Support

The amount of information about KC Scholars that schools share with students increases as students move from ninth to 11th grade.

- All schools represented in the interviews reportedly inform their ninth grade students about the program's College Savings component, but focus most of their program-related communications on 11th grade students and the program's Traditional scholarship component. In one school, program information is initially shared with students in the eighth grade.

Schools employ multiple communication modalities to inform their students about KC Scholars.

- Schools reportedly use a wide range of information-sharing strategies to communicate with students and their families about the program, including social media, email messages, a principal’s blog, and morning and lunchtime announcements. These communication modalities are complemented by formal and informal discussions between students and their teachers, counselors, and peers.

Information about KC Scholars is shared through class presentations, meetings with counselors, and sessions at a college and career center.

- Interviewees from most schools reported that students receive information about the program in classes, during an advisory session, and/or when a counselor is given time to discuss it during an academic class. In one school, 11th grade English teachers are sent an email message asking them to remind their students about the program and its application deadlines.
- Counselors from two schools reported that each student who meets the program’s academic requirements is called into a counselor’s office to discuss the program, what it takes to apply, and the benefits that come with an award.
- At one school represented in the interviews, the College and Career Center is the hub for all communication about postsecondary planning. During their freshman year, each student is assigned an “advocate” who shares information about KC Scholars with the student during sessions held at the center.
- College Advising Corps (CAC) advisers, who collaborate with KC Scholars to provide support for awardees, also play an important role in sharing information because they have detailed knowledge about the program.

Students receive program information through informal conversations with other students, teachers, and counselors.

- Informal discussion among students is seen as an effective way to share program information, according to the interviewees from every school. One counselor described the program as being “mostly marketed by word-of-mouth — through peers.” Another interviewee noted that 12 graders who receive the program’s scholarship are eager to tell 11th graders about the opportunity.
- Teachers and counselors also connect with students on an informal basis to discuss the program. At one school, a staff member returned to college on a part-time basis as a KC Scholars Adult Learner and became a vocal advocate for the program, sharing information and enthusiasm with students schoolwide.
- Interviewees from all but one school reported that they celebrate their student awardees during awards ceremonies, celebrations, and senior nights, thus contributing to program awareness among other students. Several also noted that students and staff perceived the program to be more valuable after KC Scholars brought news media to their campus to spotlight awardees.

Honoring KC Scholars Awardees

One school reportedly celebrates awardees and makes them visible to ensure that students and staff know that program awards are accessible and not just for students who reach the highest academic levels. The school staff, especially the principal, create opportunities to cheer for the KC Scholars awardees and “embarrass” them, including by announcing them during the school’s annual scholarship assembly. KC Scholars staff help the school spotlight its awardees by coming to campus — news camera crew in tow — to formally present the awards to the scholarship winners. They also highlight the school’s awardees in the program newsletter. In the past, a student awardee from the school was on the newsletter cover, prompting the administration to share it broadly and make “a huge deal of it.”

Communication and partnership with families are important parts of a school's communication strategy.

- Interviewees from all schools reported that they share information about KC Scholars with families. Most schools share information through email, one hosts a schoolwide parent meeting specifically about the program, and another hosts parent support days to build enthusiasm and support for the program. As part of its Family Advocacy System, another school hosts family advocate days during which parents are informed about the program at parent-teacher conferences.
- Schools face communication challenges with families for whom there is a school-home language barrier, who have inconsistent or nonexistent connectivity and technology, and/or who have limited or no knowledge of the college application process. One interviewee observed that in-person meetings with parents or other family members can help mitigate some of these communication challenges.

Supports for students to complete the program application include helping them write essays, complete forms, access technology, stay on track to complete the application (through monitoring and reminders), and navigate the program website to submit the application.

- Interviewees from all schools reported that teachers and counselors make themselves available on an informal basis to support students' essay writing. This informal help is complemented at one school through writing workshops and one-on-one writing support from community volunteers. In another school, essay-writing support is integrated into the curriculum for all ninth graders and in an 11th grade elective course.
- When schools receive periodic status reports from KC Scholars on their students' program application, the staff are prompted to remind students to complete their application. At one school, the counseling secretary uses this information to identify students whom she should call into the office to remind of the deadlines and to offer support.
- Interviewees from two schools reported that they want more frequent updates from the KC Scholar program on where students are in the application process. To ensure that they have the application status data they need to support their students, they developed their own tracking systems — one is a simple Google Doc. Data from their own internal tracking systems help them prioritize which students should be pulled out of class to receive guidance, access to a computer, and dedicated time to work on their application, support that many students need because they do not have such support at home.
- One interviewee noted that in the program's first years at their school, teachers did not prioritize students' requests for letters of recommendation for the program because the applications are due during a student's junior year and they prioritize letters for graduating seniors. In response, the school's administration began emailing teachers each year to remind them of the program's importance in helping students afford college and to encourage teachers to give adequate time and attention to the reference letters.

Supporting KC Scholars Applicants

The principal and counselor from a partner high school explained that they do not just “make an announcement about the program and hope that students apply.” Instead, they meet with every eligible student to encourage them to apply and coordinate a time for them to work with their teachers to write their personal statements. The principal and counselor also play an active supporting role in helping students complete their applications. The school maintains a KC Scholars application tracking system and regularly calls applicants individually out of class for an application status check and to provide them with the time, technology, and support that they need to complete their applications.

- Interviewees reported that CAC advisers play an important role in supporting students during the KC Scholars application process.³ They also assist awardees with applications for other scholarships, college applications, financial aid forms, FAFSA completion, participation in college fairs and visits, and classroom and test preparation.

Factors Influencing Program Application

Males, students of color, and recent immigrants are less likely to apply to KC Scholars.

- Interviewees from two schools reported that Black students at their schools have been less likely than other students to apply to the program. Interviewees from one of those schools also reported that Hispanic men and Pacific Islander students are less likely to apply. None of the interviewees were able to explain why these student groups were less likely to apply. Interviewees from two other schools reported that because their school's student population was racially and ethnically homogenous, program applicants did not vary by racial/ethnic group.
- An interviewee from one school reported that students who are recent immigrants are less likely than their peers to apply to the program because their parents may face language barriers and may not have attended college or know the college admission processes.
- Two interviewees noted that at their schools, males are less likely than females to apply to the KC Scholars program.
- Interviewees from two schools reported that they did not see any differences in the demographic characteristics between those who apply to the program and those who do not.

Students who have high academic achievement, good connections with school staff, parental support, and/or a belief that the financial award is attainable are more likely than others to apply to KC Scholars.

- Students with higher GPAs are more likely than others to apply to the program, according to interviewees from two schools. Interviewees from two other schools reported that students who are “resilient” or have “task persistence” are more likely to apply.
- Interviewees from three schools reported that students are more likely to apply to the program if they feel connected on campus. Students who have an existing relationship with a counselor or teacher who shares program information with them are more likely than others to apply, as are students who are “invited” to apply by a counselor or teacher.
- Having parental support during the application process was also identified by interviewees from all schools as a factor contributing to the likelihood a student will apply.
- Students who believe that there is a possibility of getting an award are more likely to apply, according to interviewees from three schools. According to one principal interviewed, “The number one factor for kids to apply is if they see someone they know or someone who lives in their neighborhood get the scholarship.”



The number one factor for kids to apply is if they see someone they know or someone who lives in their neighborhood get the scholarship.

³ In some cases, high schools contribute additional funds to the CAC so advisers will provide college-readiness support to all students at the school irrespective of whether they receive a KC Scholars award. This approach, referred to as an embedded model, enables a CAC adviser to be on campus full time. Schools that do not have an embedded adviser are supported through KC Scholars' standard “hybrid” model, in which an adviser works with awardees from more than one school through both in-school and virtual advising.

Students are unlikely to apply if they think they are ineligible, believe that the program is not aligned with their future plans, and/or perceive the application process to be difficult.

- Interviewees from two schools reported that students who plan to move directly into the workforce after high school do not apply because they believe that the program is not relevant to their plans.
- Interviewees from three schools reported that there are some students who believe, sometimes incorrectly, that they are ineligible for the program due to their income level or their GPA.
- One interviewee observed that some students think the application process is cumbersome. Students, the interviewee explained, are unlikely to consider applying if they believe the application process is difficult and if, at the same time, they think they are unlikely to receive an award.

Influence of Program on College-Going Culture

The KC Scholars program has strengthened the college-going culture at partner high schools.

- Interviewees explained that KC Scholars gives students hope that they can afford to attend college because students see the program as more accessible than scholarship programs that limit the number of scholarships and target the most academically successful students.
- Interviewees expressed the belief that when students see that it's possible to get a college scholarship, they are more likely to start thinking about which college best fits them rather than focus exclusively on college costs. Without KC Scholars, one interviewee said, many students would not even consider attending a four-year institution.
- The 11th grade KC Scholars deadline helps foster a college-going culture by giving counselors and teachers a good reason to engage students in college discussions earlier than in the past. One interviewee explained that even students who do not ultimately receive a KC Scholars award will have already thought about their college choices by the time college applications should get underway and will also be better prepared to apply for other college scholarships.
- Although an interviewee at one school reported that the college-going culture had already been well established prior to the school's partnership with KC Scholars, the interviewee felt that the program had "facilitated the concept that [college] can be financially in range for kids who have grit."

The average FAFSA submission and completion totals for KC Scholars high schools was slightly higher in 2019/20 than in the year prior to the program's launch.

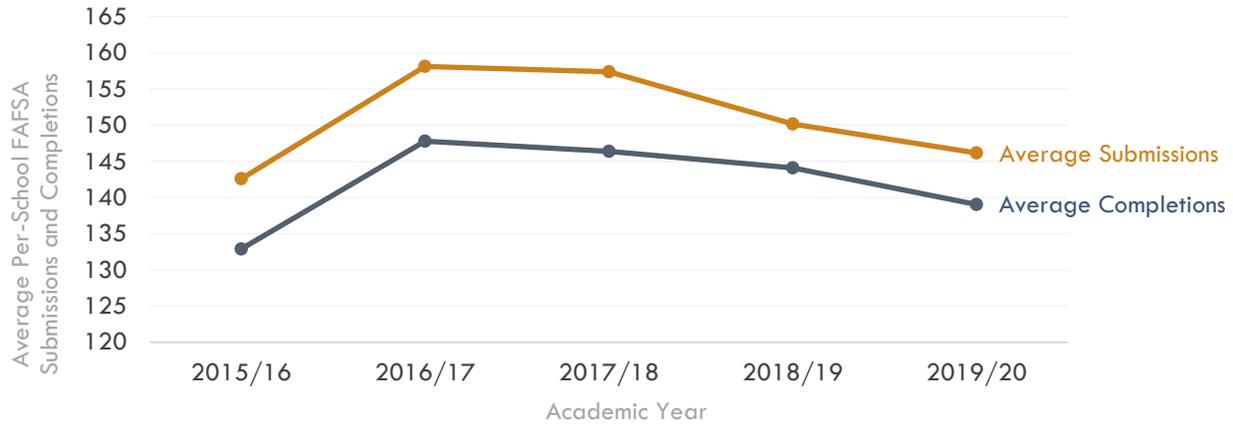
In addition to gathering interviewee perspectives on changes in their school's college-going culture, the evaluation team examined extant data on schools' annual submissions and completions of FAFSA sourced from the U.S. Department of Education's Federal Student Aid (FSA) Application Volume Reports database. FAFSA submissions reflect the number of FAFSA forms that are submitted by high school students. If all information is included in the submitted forms, they are accepted and considered to be completed applications. These data were gathered to supplement the perceptions of interviewees with objective measures that signal applicants' intent to go to college. (See "About the FAFSA Data" for more information.) Although these data did not allow the evaluation team to make inferences about the impact of KC Scholars on a given school's FAFSA trends or college-going culture, they are presented as contextual information about year-over-year changes in the numbers of students from schools with a history of KC Scholars awards who applied for financial aid for higher education.

Figure 14 displays FAFSA submission and completion trends for all reporting high schools that has had at least one KC Scholars awardee since the beginning of the program. In school year 2015/16, the year prior to the launch of KC Scholars, those schools that subsequently participated in the program averaged 143 FAFSA submissions per school, with an average of 133 that were deemed complete and, therefore, approved to be used to for awarding federal financial aid. In 2016/17, average per-school submissions rose to 158, with 148 of them resulting in federal financial aid for the applicants. Average submissions and completions declined slightly in each subsequent year, but the total in 2019/20 was slightly higher than in the baseline year (2015/16). Since these data are purely contextual and are not benchmarked against a

valid comparison group, year-over-year changes cannot be attributed to the program as they could have been influenced by any number of factors. For example, national FAFSA completions rates declined in spring 2020 due to COVID-19, which may have affected the averages for the 2019/20 school year.

Figure 14

Average FAFSA Submission and Completion Totals for KC Scholars High Schools From 2015/16 through 2019/20



Note. This figure represents the evaluation team’s analysis of data from the U.S. Department of Education Federal Student Aid Application Volume Reports, <https://studentaid.gov/data-center/student/application-volume/afsa-completion-high-school>

About the FAFSA Data

The U.S. Department of Education’s office of Federal Student Aid provides publicly available Application Volume Reports for both public and private high schools in each state. The data contain two key metrics: FAFSA submissions, processed over the previous 15 months from a given end date, and FAFSA completions, processed over the previous 15 months from a given end date (15 months is FSA’s official cycle for the corresponding upcoming postsecondary term). “Submissions” refers to the total applications received by the FSA; “completions” refers to the subset of submissions that were approved by the FSA because they contained complete information. Because high schools self-report these data to the federal government, not all high schools in a given state are represented in the FSA database. However, the FSA database includes data from most of the schools served by the KC Scholars program to date (93 out of 101 unique high schools).

To analyze the FAFSA trends for this group of schools, the team first matched KC Scholars administrative records with FSA data from the 2015/16, 2016/17, 2017/18, 2018/19, and 2019/20 school years in the states of Kansas and Missouri. The data were bounded by FSA cycle dates of June 30 in each year (or the last business day of June in that year); that is, each data point referenced the number of submissions or completions processed in the previous 15 months from the end of June. The team refers to these data points as the number of applications processed at the end of the 2015/16 school year, the end of the 2016/17 school year, and so forth, up through the end of the most recent school year, 2019/20. School year 2015/16 was selected as the baseline year: the school year prior to the launch of the KC Scholars program. Each subsequent year corresponds to the program’s award cycle, culminating in the 2020 award cycle occurring in school year 2019/20. When calculating average submission and completion totals for the 93 high schools that had enrolled a KC Scholars–awarded student at some time since the launch of the program, the evaluation team included only those schools that had a record of FAFSA data in all five school years.

Influence of COVID 19

The transition to virtual learning due to the COVID-19 pandemic resulted in adjustments to counseling support, but did not deter awardees from attending college.

- Interviewees reported that when teaching and learning moved online due to COVID-19, counselors and other staff had to adjust their strategies for providing students with support to complete their program application. One counselor explained that much of the planned programming for KC Scholars was put on hold while the counselor learned how to help students online.
- All interviewees reported that their schools used social media to reconnect with students and to send program-related reminder messages, but most of the support was provided through one-on-one online conversations.
- One counselor emphasized the importance placed on ensuring that the KC Scholars awardees “had a good experience and were celebrated.”
- Although all campuses provided students with some form of technology and connectivity, interviewees reported that some students still had inadequate or inconsistent access to an online environment, making it challenging to provide them with counseling support.
- Interviewees reported that KC Scholar awardees had started college as planned; all awardees from the five schools represented in the interviews were attending four-year institutions. Some of those interviewed said they suspected that students who did not receive an award were more affected by the pandemic and that if they were now attending college, they were likely at a community college rather than a four-year institution.

Improving Program Implementation

Interviewees provided several recommendations for helping schools improve implementation of the KC Scholars program.

- One interviewee noted that high school sports coaches have a significant influence over the members of their teams. The interviewee recommended that schools ask coaches to learn about the program and to recommend that their athletes apply.
- Interviewees from four of the five schools said that if KC Scholars would give the schools easier access to information about their students’ application status, schools would be better able to provide students with needed support. Some interviewees suggested that KC Scholars should send more frequent updates on the status of their students’ applications, and another respondent said that providing schools with access to “real-time” data through a dashboard would be ideal.
- Interviewees from two schools reported that students have had difficulty communicating with the KC Scholars office about challenges connecting to the portal or to confirm that their program application was received. One interviewee explained that student anxiety would decrease if students or a school-level program representative had direct access to information on the status of students’ applications.
- Interviewees made the following recommendations about ways KC Scholars can support schools to share program information and recruit students:
 - Encourage higher education partners to discuss KC Scholars when they come to campus to recruit college applicants.
 - Ensure that CAC advisers and school partners have a deep understanding of all facets of the program, especially the College Savings component, so they are able to share the information with students and their families.
 - Host family meetings and information sessions targeting those with a student who would be the first in the family to attend college, to help families understand the benefits of the program.
 - Update KC Scholars information sheets with more detailed information on each program component so schools can share them with families.

- Interviewees suggested that KC Scholars provide a formal support program during the summer after high school graduation to help awardees register and prepare for college. Such a program would assist in a smoother transition from high school to college.

COLLEGE EXPERIENCES AND IMPACT OF COVID-19

Guiding Question



What are the college experiences for students who are awarded a scholarship?

At the end of each academic year, the KC Scholars program administers a survey to all Traditional scholarship and Adult Learner awardees who are enrolled in college. The survey is conducted as part of the process to renew their scholarship. For the 2019/20 academic year, the evaluation team collaborated with KC Scholars administrators to develop a set of additional survey items to inquire about students' academic progress and the support they had received from their college or university. Other survey items inquired about the challenges they faced when COVID-19 began in spring 2020, as well as what resources they found helpful and the impact that the pandemic had on their postsecondary plans.

Survey Respondents and Methods

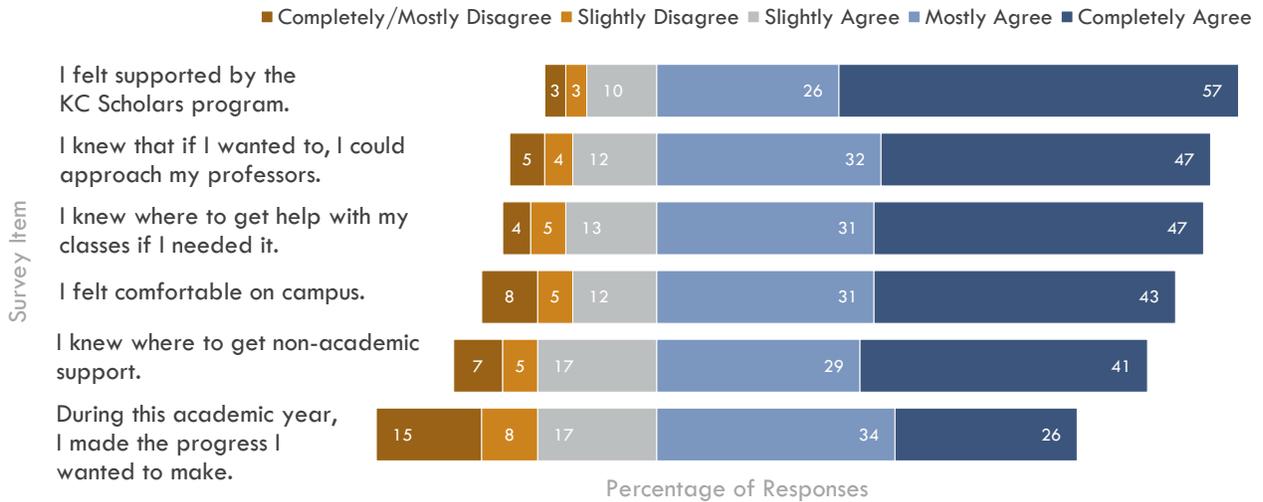
The survey was available to 933 Traditional scholarship and Adult Learner awardees attending college. The response rate was 93 percent, with 868 surveys being completed. When disaggregated by program type, 288 Adult Learner awardees and 580 Traditional scholarship awardees submitted surveys. When disaggregated by gender, there were 697 female and 166 male respondents, with 5 percent of respondents not reporting their gender. When disaggregated by race/ethnicity, there were 317 Black, 205 Hispanic, 204 White non-Hispanic, and 72 Asian respondents. An additional 49 students reported that they were multiracial or other race/ethnicity, and 21 students did not report their race/ethnicity. And finally, 337 respondents reported having at least one parent with a four-year college degree; one student did not respond about parent education.

A survey link was placed on the task list for each student, accessible through the KC Scholars online portal. Survey results were merged with administrative data to enable the evaluation team to disaggregate responses by program component, gender, race/ethnicity, and first-generation college student status. Descriptive statistics were used to summarize the quantitative responses. Qualitative responses to open-ended items were coded thematically by two researchers to identify response patterns. When coding was inconsistent, the researchers discussed variation and came to agreement on how to recode. The overall findings combine data from all respondents. It is noted when differences exist by program, gender, race/ethnicity, and first-generation student status.

Student Progress and Experiences

In the survey, college student awardees were asked to report the extent to which they agreed with a series of statements about their academic progress and experiences on campus during the 2019/20 academic year (figure 15). All but one student (867 of 868) responded to this series of items (appendix F, table F1).

Figure 15
Percentage of Responses to Questions About Academic Progress and Experiences, by Level of Agreement
 N = 867



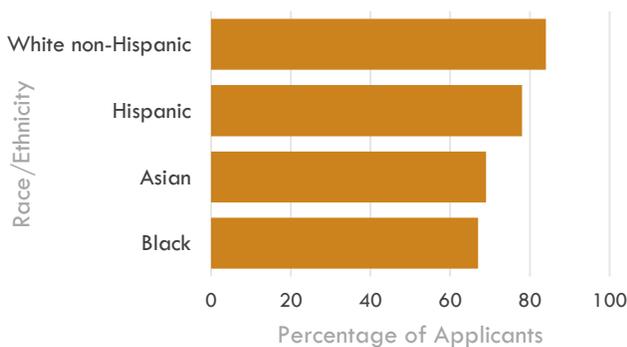
Note. This figure represents the evaluation team’s analysis of KC Scholars survey data. The total of each item may not sum to 100% due to rounding.

Sixty percent of all respondents mostly or completely agreed that they had achieved their intended academic progress.

Although the majority of respondents reported having achieved their desired academic progress, there was some variation in this response by student characteristics. A higher percentage of students with Traditional scholarship awards (61 percent) than of those with Adult Learner awards (54 percent) reported this perspective. Comparing all respondents, irrespective of program component, by gender and race/ethnicity shows that a higher percentage of male students (67 percent) than of female students (56 percent) and a higher percentage of White non-Hispanic (76 percent) and Hispanic (61 percent) compared with other races/ethnicities reported agreeing that they had made the academic progress they wanted to make. A lower percentage of first-generation college students (55 percent) than of students

whose parents had a four-year college degree (67 percent) reported achieving their desired academic results. See details about this and the following four findings in appendix F, table F2.

Figure 16
Percentage of Respondents who Mostly or Completely Agree that they Felt Comfortable on Campus, by Race/Ethnicity



Note. This figure represents the evaluation team’s analysis of KC Scholars survey data. The total of each item may not sum to 100% due to rounding.

Although almost three quarters of all respondents mostly or completely agreed that they felt comfortable on campus, there were differences by program component and race/ethnicity.

A higher percentage of college students with Traditional scholarship awards (78 percent) than with Adult Learner awards (61 percent) felt comfortable on campus. A higher percentage of White non-Hispanic students (84 percent) and a lower percentage of Black students (67 percent) felt comfortable on campus (figure 16).

Around 80 percent of all respondents mostly or completely agreed that they knew they could approach their professor for help (79 percent) and knew where to get other help with classes (78 percent).

About the same percentages of Traditional scholarship awardees compared with Adult Learner awardees and of first-generation college students compared with those with college-educated parents agreed that they could get help from their professor. However, there were some difference in response by race/ethnicity. For example, compared with their classmates of all other races/ethnicities, a higher percentage of White non-Hispanic students (85 percent) reported knowing that they could get help from their professors.

In addition, a higher percentage of Traditional scholarship awardees (83 percent) than of Adult Learner awardees (70 percent) reported knowing where they could get help with classes beyond any help from professors. More males (83 percent) than females (77 percent) and more students whose parents had a four-year college degree (82 percent) than first-generation college students (76 percent) reported knowing how to get additional help. A higher percentage of White non-Hispanic and Asian students (82 percent each) than of Black and Hispanic students (74 and 73 percent, respectively) reported knowing where to get help with their classes.

Seventy percent of respondents mostly or completely agreed that they knew where to get non-academic support, such as counseling, financial support, and general guidance.

There was a slight difference in percentages of Traditional scholarship (72 percent) and Adult Learner (67 percent) awardees who reported knowing how to get non-academic support. Compared with all other races/ethnicities, a smaller percentage of Black students (66 percent) reported knowing where they could get non-academic support. A higher percentage of students whose parents had a four-year degree (75 percent) than of first-generation college students (67 percent) reported knowing where to get student services.

Eighty-three percent of Traditional scholarship and Adult Learner awardees mostly or completely agreed that they felt supported by the KC Scholars program during their college experience.

When disaggregated by gender, the responses show that a higher percentage of males (88 percent) than of females (82 percent) reported feeling supported by the program. There was no other notable variation by other student characteristics.

Helpful Resources During COVID-19

Respondents to the KC Scholars survey were asked to identify, from a list, the resources they found most helpful when, as college students, they transitioned to online coursework in spring 2020. All but one respondent answered this question (867 of 868). There was no limit on the number of resources respondents could select, and they were also given the option of describing any other resources that they found helpful even if not listed in the menu.

Professors and academic advisors were most frequently cited as the most helpful resource during the transition to online learning, with variation by student characteristics.

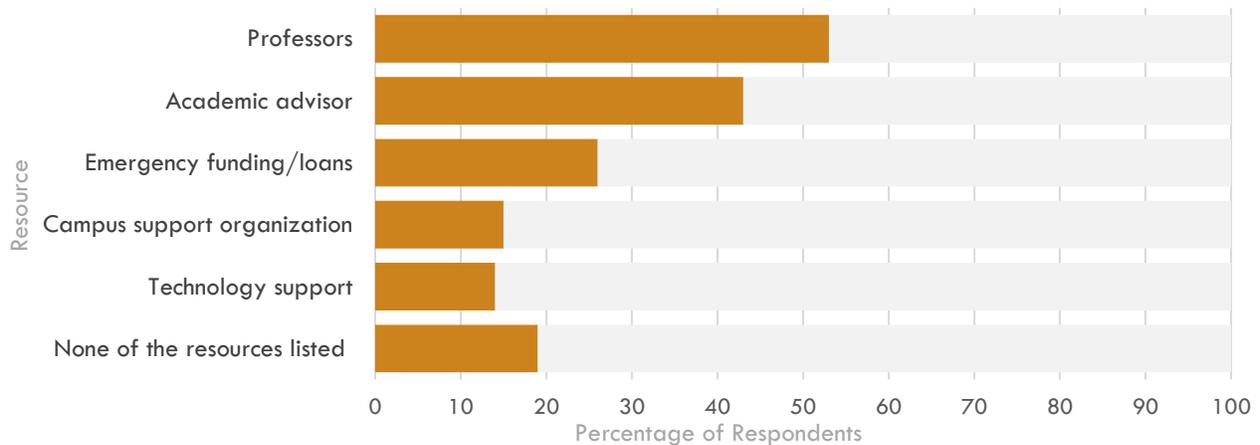
Of the 867 respondents, 53 percent (458) reported that their professors were helpful, and 43 percent (377) reported that their academic advisors were helpful (figure 17). A higher percentage of students with Traditional scholarship awards, compared with Adult Learner awards, and of males, compared with females, reported that professors were helpful. Compared with respondents of all other racial/ethnic

groups, about 20 percent fewer Black respondents reported that they found professors to be helpful. A higher percentage of students with Traditional scholarship awards, compared with Adult Learner awards, and of Hispanic students, compared with all other racial/ethnic groups, reported that academic advisors were most helpful. Appendix F, table F3 provides details on this and the following three findings.

Figure 17

Percentage of Respondents Reporting that a Resource Was Helpful, by Resource

N = 867



Note. This figure represents the evaluation team's analysis of KC Scholars survey data. The total percentage exceeds 100 because there was no limit to the number of resources respondents could select.

About a quarter of all respondents reported that emergency funding and loans were helpful.

Although financial support (i.e., emergency funding or loans) was identified as the third most helpful resource, only 26 percent of respondents (224 of 867) identified it as helpful. It is possible that some or all of the 75 percent who did not identify it as helpful had not received any emergency funding or loans; or if they had, they did not find such funds to be the most helpful of the resources they received during this period.

Campus support organizations and online emotional and mental health supports were considered helpful resources for some student groups.

A higher percentage of respondents with Traditional scholarship awards, compared with those with Adult Learner awards, reported that campus support organizations were helpful. However, a higher percentage of Adult Learner awardees, compared with Traditional scholarship awardees, reported that online emotional and mental health supports were helpful. Higher percentages of Black, Hispanic, and female students also reported that online emotional and mental health supports were helpful.

Nearly 20 percent of all survey respondents did not identify any of the listed resources as helpful during the transition to online coursework.

About one fifth of all respondents reported that the resources listed were not helpful to them. A higher percentage of Adult Learner awardees (30 percent) than of Traditional scholarship awardees (13 percent) reported that the resources listed were not useful during the period in question. A higher percentage of Black students (25 percent) than of other race/ethnicities reported this as well.

Less than 1 percent of the respondents provided descriptions of other resources they found helpful during the transition to online courses.

Only 60 of the 867 students who responded to this item included information about other helpful resources. Some of these 60 reported that tutors, advisors, and counselors were helpful during their transition to online learning. Others reported finding the best support in family, friends, classmates, and members of their church. Several reported that they found it most helpful to have a job or a flexible work schedule.

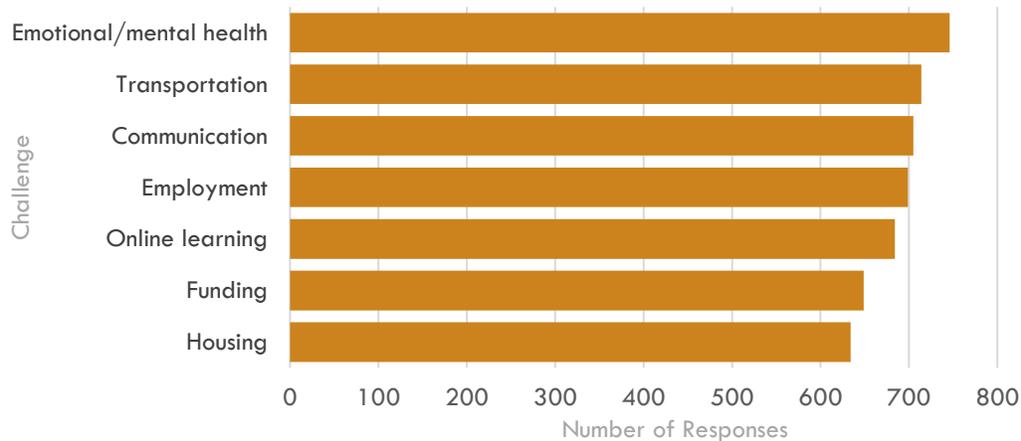
Challenges During COVID-19

When asked to identify the most challenging factors during the transition to online courses, almost all students who completed the survey (860 of the 868) provided responses. Students were given a list of challenges and asked to check all that applied to them. The largest number of respondents (746) identified *emotional wellness/mental health* as challenging (figure 18). The next most frequently cited challenges were *transportation* (714), *communication (too much or too little)* (705), *employment* (699), and *online learning* (684). The final two challenges were *funding* (649) and *housing* (634).

Figure 18

Challenging Factors During COVID-19, by Number of Responses

N= 868



Note. This figure represents the evaluation team's analysis of KC Scholars survey data. The total number of responses exceeds the number of respondents because there was no limit to the number of challenges a respondent could select.

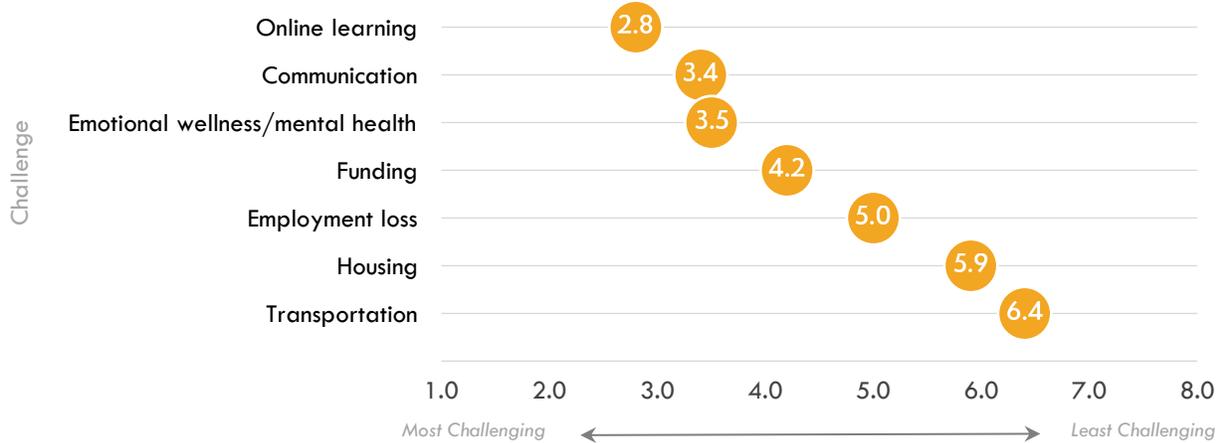
Online learning, communication, and emotional wellness/mental health were the most challenging factors.

Students were also asked to rank challenges they faced, from the most challenging (rated as a 1) to the least challenging (rated as an 8). On average, the challenges ranked as most challenging were online learning (2.8), communication (too much or too little) (3.4), and emotional wellness/mental health (3.5) (figure 19). Challenges ranked as being comparatively less challenging were funding (4.2), loss of employment (5.0), housing (5.9), and transportation (6.4) (appendix F, table F4).

Figure 19

Most Challenging Factors During COVID-19, by Mean Response (1.0 = most challenging, 8.0 = least challenging, all respondents.)

N = 860



Note. This figure represents the evaluation team's analysis of KC Scholars survey data.

There were several differences in the factors that Traditional scholarship and Adult Learner awardees reported as most challenging.

Traditional scholarship and Adult Learner awardees ranked their challenges in slightly different ways (appendix F, table F5). On average, Traditional scholarship awardees found housing, the transition to online learning, and communication to be more challenging, and Adult Learner awardees ranked loss of employment and emotional wellness/mental health as more challenging.

On average, males and females differed in the extent to which they found some factors to be challenging.

There was also variation in how male and female students ranked their challenges (appendix F, table F6). Male students reported that the transition to online learning, funding, and housing were more challenging, and female students reported that emotional wellness/mental health and loss of employment were more challenging.

On average, there was variation by race/ethnicity in how students ranked their challenges.

Of the seven challenging factors, Hispanic and Black students ranked both housing and employment as more challenging (appendix F, table F7); White non-Hispanic and Asian students reported that issues related to communication were more challenging; Hispanic and Asian students ranked the transition to online learning as more challenging; Hispanic and White students found emotional wellness/mental health issues to be more challenging; Black and Asian students ranked funding as more challenging; and Hispanic students ranked transportation as more challenging.

First-generation college students rated housing as more of a challenge than did students whose parents had a four-year college degree.

Compared with students who had at least one parent with a four-year college degree, first-generation college students found transportation and communication issues to be slightly more challenging during the transition to online courses (appendix F, table F8). In contrast, compared with those who were first-

generation college students, students whose parents had a four-year degree ranked housing and emotional wellness/mental health as more challenging.

Respondents also described challenges relating to academic barriers, family responsibilities, health issues, and finances.

Respondents were given the option of describing other challenges they faced during the transition. Fifty-eight of the 860 survey respondents provided such information, and most described multiple challenges. About a third (21) reported having faced barriers to their academic progress. Examples of these barriers included limited or no access to technology, a lack of academic support, and changes in or cancellations of academic scheduling, coursework, or programs. Two additional types of challenges were each described by 15 respondents: one related to family and childcare responsibilities and the other to health, including personal health problems or lack of health care as well as sickness or death of family members. Seven respondents described financial hardship.

Impact of COVID-19 on Postsecondary Plans

Sixty percent (525 of 868) of students who completed the survey responded to the question asking if COVID-19 had an impact on their postsecondary plans.

Most students who responded to this question reported that their postsecondary plans did not change as a result of COVID-19.

Of the 525 students who responded to this item, 89 percent (465) reported that COVID-19 did not change anything about their postsecondary plans. The other 11 percent (60 of 525) reported that their college plans were changed as a result of the pandemic.

Those who reported that their postsecondary plans had changed described disrupted coursework; cancelled work-based learning or overseas studies plans; financial challenges; disappointing academic performance; and changes to their academic majors and career plans.



I had to drop a class that I was currently receiving tutoring for [because] the class was too challenging for me without the extra help. ... Due to COVID-19, I returned to work full time and homeschooled my children while trying to maintain my studying. I found it **very challenging**, as well as mentally, emotionally, and physically draining.

Because of COVID-19, some students dropped classes, some withdrew from the semester, and some had classes and labs cancelled.

Among those who reported changes in postsecondary plans due to COVID-19, 68 percent (41 of 60) reported the need to make up coursework or labs during the summer or in future semesters. Some students reported that this disruption in coursework would delay their graduation.



COVID19 changed my entire study plan. ... I have to adjust to self-learning, as well as ... studying at home in the same space. ... I failed some classes due to this transition, so my plan is somewhat different as far as my summer, fall, and spring course schedule.

Work-based learning experiences such as internships and study-abroad semesters were delayed, cancelled, or more challenging to obtain.

Twenty-two percent of respondents (13 of 60) reported that due to COVID-19, work-based learning experiences, such as internships, job shadowing, and career-related volunteering, were postponed, cancelled, or difficult to find. In addition, study-abroad programs were cancelled or cut short, requiring students to finish coursework online or withdraw from the session.

“ I was supposed to volunteer at (the) hospital, but ... it was postponed to next year. I was also going to start working side by side with an RN at a hospital but because of the virus my opportunity to work in the hospital was denied until further notice.

Financial insecurity resulted in academic challenges, mental health issues, and increased levels of employment.

“ I am thinking of taking a semester off because of job loss — also because of the chances of having to take a full 12-credit-hour semester online. Online learning was really difficult to deal with last semester and sometimes damaged my emotional state. I feel that taking [online] classes long term might be unhealthy for me mentally.

Financial issues were reported by 45 percent (27 of 60) of respondents. Some students reported losing their jobs and being unable to find other work, whereas others said they had to work more hours to support their families because other members faced job loss, sickness, and/or, in some instances, death from the COVID-19 virus. Several students reported being unable to work or take classes because they had been sick; one student reported that they couldn't afford the medical care they needed. Two students expressed concern that they would lose education benefits given by their employer and/or federal financial aid because they dropped classes after transitioning to online learning. Students who faced financial issues reported feeling distracted and physically and emotionally exhausted, and they described experiencing psychological effects that included anxiety, depression, and difficulty with motivation.

Student academic performance was negatively impacted when COVID-19 shifted to online learning.

“ COVID-19 changed my plans and affected my learning and mental health. I had family members who were infected, [I] lost track in online school, [I had] health problems, job problems, and loss of motivation.

Of the 60 students who responded, 25 (42 percent) reported that their academic performance was negatively impacted. Students reported finding their online courses difficult because the students struggled to remain focused and motivated, felt disconnected from their professor and classmates, and found the coursework to be more demanding and time intensive than in-person courses. Students also expressed disappointment that they did not receive the support previously available to them on campus, such as office hours with their professors and tutoring labs at the college. Students whose home environments were not suited for online classes and studying due to lack of space, quiet, and technology were unable to access campus resources, such as libraries and computer labs, as alternative spaces. Students with special needs were also negatively impacted; for example, a student with dyslexia who reported needing to read documents on paper rather than on a

screen explained that without access to campus printers, they were unable to print out documents to read for class.

Students reported that as a result of such factors, they failed or dropped anywhere from individual courses to all courses, had to adjust their schedules, or expected that their graduation would be delayed. Some expressed concern that due to low grades or part-time status, they would not meet the requirements to continue with the KC Scholars program.

Students reported that COVID-19-related effects on their academic life may lead to a change in major, college, or career.

Of the students who reported that their postsecondary plans had changed due to COVID-19, 38 percent (23 of 60) were considering a change in their major, their college, and/or their career plans. Some respondents expressed disappointment in the level of support they received from their university and decided to transfer to a new school that they hope will be more nurturing. Although it is not uncommon for students to change majors in college, these students linked their decision directly to COVID-19.

“ I’m really considering changing my major from nursing because of the struggle I see in people in the healthcare field.

There were several reasons for students’ wanting to change their major. The low grades that one student earned during online courses made them want to change to an “easier” major. Others reported making a more conscious decision about their career choices given the changes in society during the global pandemic. One decided against the field of nursing because they learned of the risks and stresses associated with medical work, whereas another decided to move into the medical field as a respiratory therapist to be of service to their community. Still others expressed a desire to prepare for a career in a growing field that would “survive a pandemic,” such as cybersecurity. Taking time to reflect on their career

“ I want to make sure that whatever I choose to do in the future is a career that can survive a pandemic.

choice during quarantine, some decided to make changes, such as finding a career in which they can “work more directly with kids” or having a career, such as in science, that they are “proud of.”

SUMMARY

A primary mission of the KC Scholars program is to increase postsecondary attainment rates in the greater Kansas City region for students from low- to modest-income families. The cohort of Traditional scholarship, Adult Learner, and College Savings awardees in the 2020 award cycle shows that the program is meeting this goal, as measured by the EFC to college, eligibility for the federal FRL program, and parent education level. The socioeconomic levels of the Traditional scholarship and College Savings awardees were lower than the average socioeconomic level of all public school students in the program's service region, and the socioeconomic levels of the Adult Learner awardees were lower than that of the general population. The average EFC for the 2020 Adult Learner cohort was lower than for any prior cohort, with the families of more than half the awardees expected to contribute \$0 to college.

The applicants and awardees for all three KC Scholars program components were racially diverse. The Traditional scholarship and College Savings awardees were fairly evenly distributed between Hispanic, Black, and White non-Hispanic groups, whereas the Adult Learner awardees were predominately Black. Notably, the percentage of Black and Hispanic Traditional scholarship and College Savings awardees was almost two times that of the Kansas City-area high school population, and the percentage of Black Adult Learner awardees was five times larger than their share of the population in the six-county region.

Females are overrepresented among all applicants and awardees, although the female to male awardee gap has decreased slightly in each of the last three Traditional scholarship and Adult Learner cohorts. The majority of awardees are from Jackson County, Missouri. The percentage of Traditional scholarship awardees from Jackson County has remained stable at around 47 percent, and the percent of Adult Learner awardees from Jackson County has decreased over the last three awardee cohorts, from 72 percent in cohort 2 to 61 percent in cohort 3 to 55 percent in the 2020 cohort (cohort 4).

Interviews with principals and counselors from five KC Scholars high schools indicated that although schools vary in the way that program information is shared with students and their families, all schools have developed ways to support the students to help them prepare for and complete their program applications. The interviewees reported that they, other staff, and the students and their families value the program and perceive it as attainable. The interviewees also reported that the program gives especially their first-generation students hope that higher education will be affordable.

The interviewees explained that students are more likely to apply to KC Scholars if they are high achieving, have strong connections with school staff and parental support, and believe that the award is attainable. Interviewees also reported that they believe students are not likely to apply if the students believe that they are not eligible for the program, think that the program is not aligned with their future plans, and/or anticipate that the process of applying will be difficult. These insights may be useful to KC Scholars program administrators and school leaders as they refine messaging and communication strategies and application support systems.

KC Scholars college students who completed a survey about their experiences during the 2019/20 academic year agreed or strongly agreed that they made the academic progress they wanted, felt comfortable on campus, knew that they could get help from their professors and where to get other academic and non-academic help they needed, and felt supported by the KC Scholars program. In several of those categories, a smaller percentage of Adult Learner awardees and of Black, Hispanic, and first-generation college awardees reported these experiences, compared to other groups.

Students also answered a series of questions about their experiences as a student when the COVID-19 pandemic hit in spring 2020. On average, students reported that the top three most challenging issues were related to online learning, communication issues, and emotional wellness and mental health. The highest percentage of students reported that professors and academic advisors were the most helpful resources during this period, followed by emergency funds and loans. A smaller percentage of students reported that campus organizations and technology support was helpful. One-fifth of the students reported that none of the listed resources were helpful to them during COVID-19.

The majority of survey respondents reported that their postsecondary plans did not change due to COVID-19. Those who reported that their plans had changed described that their classes were cancelled; that they withdrew from courses or semesters; that their academic performance was negatively impacted; and/or that their academic majors and career plans changed because they faced mental or physical health challenges or they needed to increase their hours of employment. Because the survey was administered during the first few months of the pandemic, the respondents did not know how long it would last or the resulting personal and economic impact on their lives. Therefore, the extent to which the pandemic might impact student's postsecondary plans in the future is not fully captured in this report.

Appendix A. Kansas City Scholars Program Details

Table A1

Colleges and Universities Where Awardees Can Use Their Scholarships (Members of the KC Scholars Postsecondary Network)

Network Campus	Branch Campus
Avila University	
Baker University	Overland Park Campus Topeka Campus Wichita Campus
Donnelly College	
Johnson County Community College	
Kansas City Art Institute	
Kansas City Kansas Community College	Burke Technical Education Center Leavenworth KCKCC Pioneer Career Center
Kansas State University	Global Campus Polytechnic Campus in Salina
Lincoln University	
Metropolitan Community College	Blue River Campus Business and Technology Campus Longview Campus Maple Woods Campus Penn Valley Campus
Park University	Downtown Kansas City Campus Independence Campus Lenexa Campus
Rockhurst University	
University of Central Missouri	Lee's Summit Campus
University of Kansas	College Online Edwards Campus
University of Missouri – Columbia	Mizzou Online
University of Missouri – Kansas City	
Western Governors University	
William Jewell College	

Note. This table represents the evaluation team's analysis of KC Scholars administrative data.

Appendix B. Traditional Component Details

Table B1

High Schools Attended by Traditional Scholarship Awardees, 2020 Award Cycle

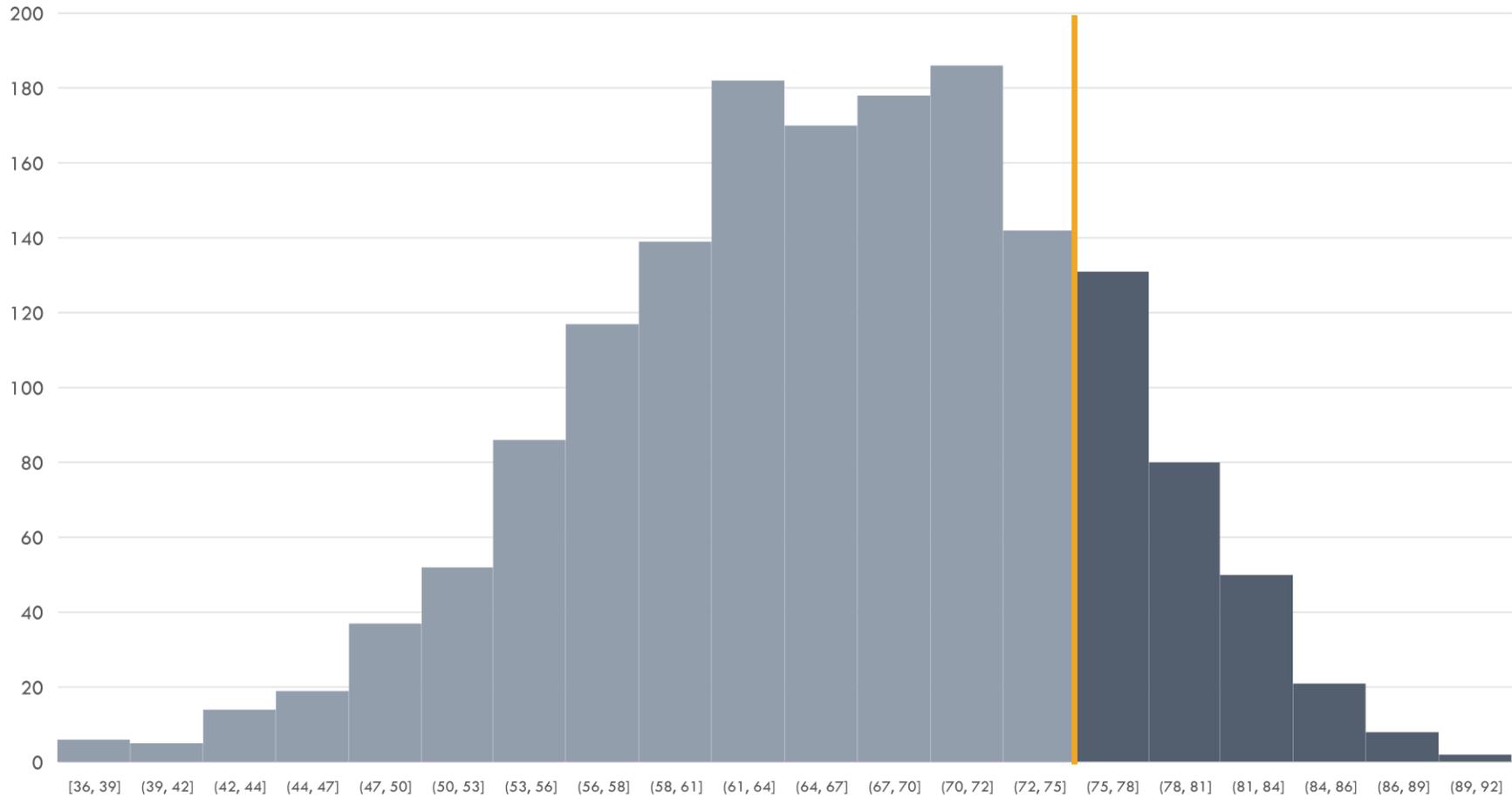
High School Name	Number of Awardees
Allen Village High School	4
Alta Vista/Guadalupe Centers High School	5
Archie High School (Archie R-V School District)	4
The Barstow School	1
Belton High School (Belton School District)	4
Bishop Ward High School	17
Blue Springs High School (Blue Springs R-IV School District)	3
Blue Springs South High School (Blue Springs R-IV School District)	2
Blue Valley Northwest High School (Blue Valley School District)	1
Bonner Springs High School (Bonner Springs/Edwardsville Unified School District)	2
Center High School (Center School District)	6
Central High School (Kansas City, Missouri, Public Schools)	6
Cristo Rey Kansas City	8
Crossroads Academy	2
The Daniel Academy	1
DeSoto High School (DeSoto School District)	2
East High School (Kansas City, Missouri, Public Schools)	16
Ewing Marion Kauffman School	23
Excelsior Springs High School (Excelsior Springs School District)	1
F.L. Schlagle High School (Kansas City, Kansas, School District)	13
Fort Osage High School (Fort Osage R-I School District)	5
Frontier School of Excellence	2
Frontier STEM High School	21
Gardner Edgerton High School (Gardner Edgerton School District)	1
Grain Valley High School (Grain Valley R-5 School District)	6
Grandview High School (Grandview C-4 School District)	12
Harrisonville High School (Harrisonville R-IX School District)	5
Homeschooled	2
J.C. Harmon High School (Kansas City, Kansas, School District)	20
Kearney High School (Kearney R-I School District)	3
Lee's Summit High School (Lee's Summit School District)	7
Lee's Summit North High School (Lee's Summit School District)	5
Lee's Summit West High School (Lee's Summit School District)	4
Liberty High School (Liberty School District)	11
Liberty North High School (Liberty School District)	2
Lincoln College-Prep Academy (Kansas City, Missouri, Public Schools)	20

Midway High School (Midway R-1)	1
North Kansas City High School (North Kansas City School District)	10
North Platte High School (North Platte R-I District)	1
Northeast High School (Kansas City, Missouri, Public Schools)	9
Notre Dame De Sion School	1
Oak Grove High School (Oak Grove R-VI School District)	3
Oak Park High School (North Kansas City School District)	4
Olathe East Senior High School (Olathe School District)	6
Olathe North Senior High School (Olathe School District)	13
Olathe Northwest High School (Olathe School District)	4
Olathe South Senior High School (Olathe School District)	2
Olathe West High School (Olathe School District)	7
Park Hill High School	13
Park Hill South High School	4
Paseo Academy of Fine and Performing Arts (Kansas City, Missouri, Public Schools)	3
Piper High School (Piper Unified School District)	1
Platte County High School (Platte County R-3 District)	4
Pleasant Hill High School (Pleasant Hill R-III School District)	3
Raymore-Peculiar Senior High School (Raymore-Peculiar R-II School District)	1
Raytown Senior High School (Raytown C2 School District)	6
Raytown South High School (Raytown C2 School District)	5
Rockhurst High School	7
Ruskin Senior High School (Hickman-Mills C-I School District)	20
Shawnee Mission East High School (Shawnee Mission School District)	2
Shawnee Mission North High School (Shawnee Mission School District)	8
Shawnee Mission South High School (Shawnee Mission School District)	5
Shawnee Mission West High School (Shawnee Mission School District)	4
Southeast High School (Kansas City, Missouri, Public Schools)	5
Spring Hill High School (Spring Hill School District)	1
St. Pius X High School	3
St. Teresa's Academy	1
Staley High School (North Kansas City School District)	1
Sumner Academy (Kansas City, Kansas, School District)	25
Truman High School (Independence School District)	8
Turner High School (Turner Unified School District)	18
University Academy	2
Van Horn High School (Independence School District)	17
Washington High School (Kansas City, Kansas, School District)	4
West Platte High School (West Platte County R-2 District)	1
William Chrisman High School (Independence School District)	6
Winnetonka High School (North Kansas City School District)	9
Wyandotte High School (Kansas City, Kansas, School District)	32

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. In addition to representing 77 unique high schools, the awardee pool included two students who reported that they were homeschooled.

Figure B1

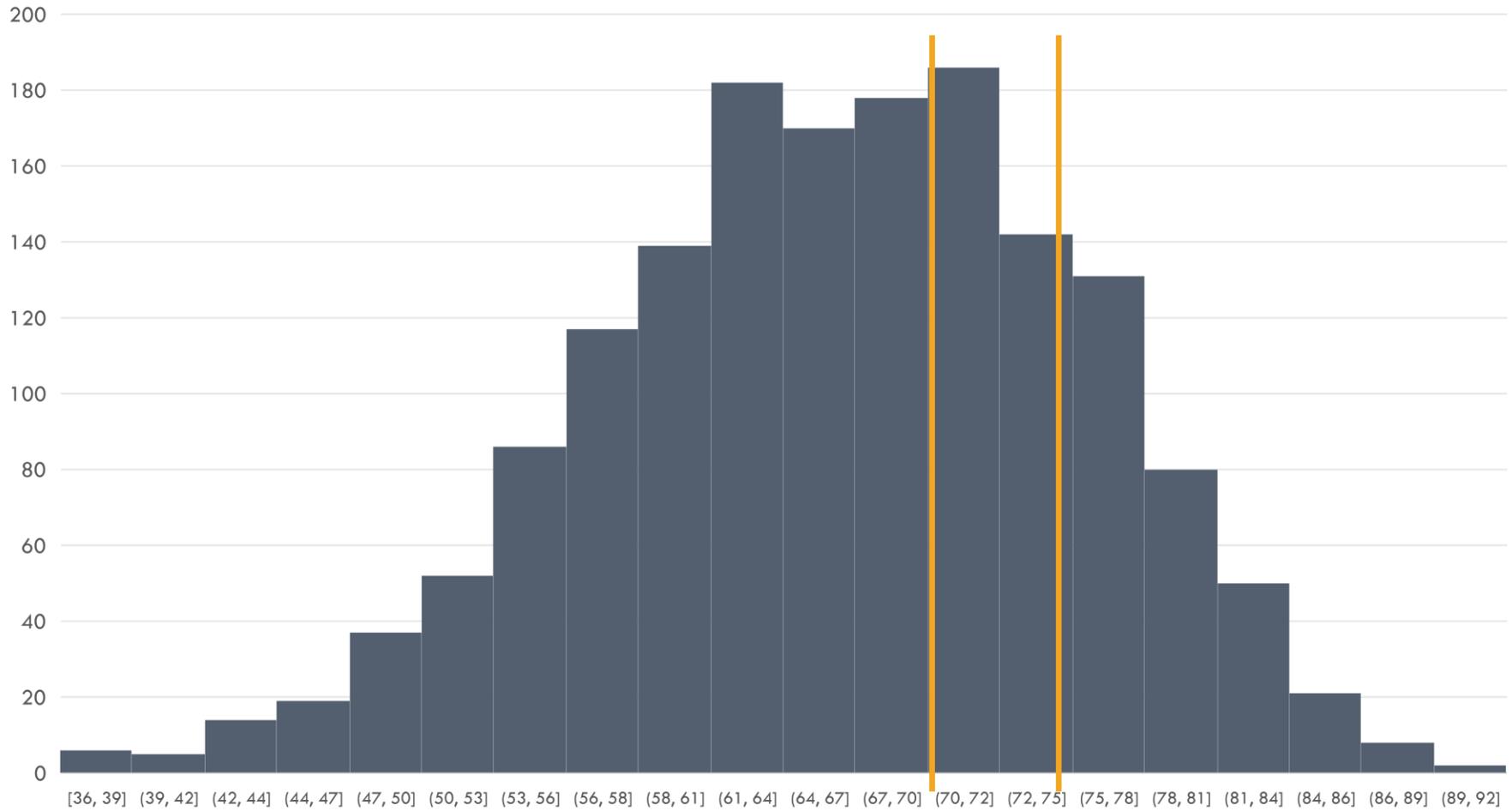
Distribution of Traditional Scholarship–Eligible Applicants’ Application Scores, With Cut Score of 75



Notes. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Traditional scholarship–eligible applicants’ scores are presented as a histogram distribution out of a possible 100 points (n=1,625). The x-axis represents the range of assigned scores, and the y-axis represents the number of eligible applicants who received a given score within that range. The lowest score in the 2020 award cycle data was 36; the highest score was 90.33. The orange vertical line indicates the cut score of 75. All eligible applicants who scored at or above this threshold (i.e., on the right-hand side of the line) were offered a Traditional scholarship for use at any partnering postsecondary institution; those who scored below the threshold (i.e., on the left-hand side of the line) were not offered an award or were offered an MU/UMKC-specific award. Six eligible applicants who scored below the cut score were offered awards on the basis of professional judgment.

Figure B2

Distribution of Traditional Scholarship–Eligible Applicants’ Application Scores, With Cut Score of 75 and Minimum MU/UMKC Awardee Score of 70.67



Note. This figure represents the evaluation team’s analysis of KC Scholars administrative data. Traditional scholarship–eligible applicants’ scores are presented as a histogram distribution out of a possible 100 points (n=1,625). The x-axis represents the range of assigned scores, and the y-axis represents the number of eligible applicants who received a given score within that range. In this version of the graph, the leftmost orange vertical line represents the lowest score received by MU/UMKC awardees (70.67); the rightmost orange vertical line represents the lowest score received by non-MU/UMKC awardees (75) (i.e., the cut score). Six eligible applicants who scored below the cut score were offered awards on the basis of professional judgment. In addition, 27 eligible applicants scored within the 70.67 to 75 range and were considered for an MU/UMKC award, but were not offered a scholarship.

Table B2**Characteristics of Traditional Scholarship–Eligible Applicants and Awardees, by Cohort**

Characteristic	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
	2017 Award Cycle		2018 Award Cycle		2019 Award Cycle		2020 Award Cycle	
	Applicants	Awardees	Applicants	Awardees	Applicants	Awardees	Applicants	Awardees
<i>Gender</i>								
Female	69.2	72.3	67.5	76.2	68.8	77.9	67.9	73.6
<i>Race/Ethnicity</i>								
Asian	9.7	12.0	7.9	11.9	8.4	10.8	6.4	8
Black/African American	27.1	23.5	25.4	24.1	28.4	20.4	27.3	24.7
Hispanic/Latino	25.3	34.0	28.3	28.7	26.5	37.3	30.5	33.8
White not Hispanic	29.4	23.1	30.6	26.4	27.6	24.5	26.8	25.4
Other/Multiracial/NR	8.5	7.4	7.8	8.9	9.1	7	9	8.1
<i>Parent With Four-Year Degree</i>								
Yes	30.5	17.2	29.6	15.9	27.6	11.1	27	16.5
<i>Free/Reduced-Price Lunch Eligibility</i>								
Yes	60.4	70.5	62.5	75.1	65.8	79.3	69.2	76.7
No	25.8	14.1	26.2	15.4	22.5	10.2	19.6	11.8
Unsure/DK	13.7	15.4	11.4	9.6	11.7	10.5	11.3	11.6
<i>Average Expected Family Contribution</i>	2,619	1,136	2,090	795	1,979	633	2,293	1,146
<i>County of Residence</i>								
Cass (MO)	3	3.5	3.5	2.9	3.6	1	3.8	3.8
Clay (MO)	9	7.4	7.2	6.1	8.8	8	9	7.8
Jackson (MO)	44.9	45.3	43.6	47	46.5	46.8	47.6	47.2
Johnson (KS)	16.1	13	17.6	13.3	14.1	10.5	13.4	10.8

Platte (MO)	3.8	4.2	2.6	2.9	3.9	3.2	4.9	4.4
Wyandotte (KS)	22.8	26	24.8	27.5	22.6	30.6	20.9	25.4
Other	0.5	0.7	0.7	0.3	0.6	0	0.6	0.6
Sample Size	1,050	285	1,396	345	1,506	315	1,098	527

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Expected Family Contribution, which is presented in dollars. NR = Nonresponse; DK = Don't Know. Totals may not sum to 100 due to rounding

Table B3

Characteristics of Traditional Scholarship–Eligible Applicant and Awardee Pools, Compared With Public School Population in Six-County Area Served by KC Scholars, by Percentage

Characteristic	Percentage of School Population	Percentage of Eligible Applicants	Percentage of Awardees
Free/Reduced-Price Lunch Eligibility	41.7	69.2	76.7
Female	48.8	67.9	73.6
Hispanic/Latino	16.7	30.5	33.8
Black/African American	14.2	27.3	24.7
White not Hispanic	59.9	26.8	25.4
Multiracial	5.2	5.1	6.0
Parent With Four-Year Degree	34.0	27.0	16.5

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. For this evaluation, the target population for the Traditional scholarship component is defined as high school students in the six-county KC Scholars service region. Population-level data were available for public school students in the 2018/19 school year, the most recent year for which data were available. Source for population data: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2018-19 v.1a.

Table B4**Academic Achievements, Community Activities, Employment, and Family Commitment of Traditional Scholarship–Eligible Applicants and Awardees, by Cohort**

Characteristic	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
	2017 Award Cycle		2018 Award Cycle		2019 Award Cycle		2020 Award Cycle	
	Applicants	Awardees	Applicants	Awardees	Applicants	Awardees	Applicants	Awardees
<i>High School GPA</i>								
Mean	3.34	3.61	3.44	3.77	3.4	3.72	3.4	3.65
4.0 or higher	10.2	16.4	11.9	22.1	9.5	19.4	9.3	16.5
<i>ACT Score</i>								
Mean	22	22	22.4	22.7	22.1	23.3	21.6	22.4
28 or higher	13.1	13	14	16.3	18	19.5	10.7	14.4
Sample Size for ACT Score	363	98	413	135	339	77	336	125
<i>School, Church, Community Activity</i>								
Two plus and leadership role in at least one	34.3	50.5	34.2	54.2	33.7	62.1	28.9	43.3
Two or more; no leadership	31.6	32.4	37.5	35.9	36.3	31.8	36.9	42.5
One activity	20.2	12.9	17.8	9	16.5	5.1	18.6	11.8
No activity	13.9	3.5	10.5	0.9	13.5	1	15.6	2.5
<i>Employment Experience</i>								
More than one job	1.5	2.4	2.2	3.8	2.5	3.8	2.4	4.2
Full time	0.7	1	0.8	1.2	1	1.6	1.1	1.3
Part time	43.2	55.1	42.8	57.1	42.5	56.4	42.2	52.2
Previous work experience	15	12.2	16.1	12.5	14.1	13.4	14.7	13.1
Never worked	39.5	28.6	38.1	25.5	39.9	24.8	39.8	29.2
<i>Weekly Hours, Family Commitment</i>								
11 or more	11.6	30	8.1	15.4	9.2	17.2	7.4	10.2
6–10	19.2	33.4	14.7	16.2	14.4	18.5	13.3	17.3

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15	26.7	22.6	22.9	23.8	24.6	23.9	20.7	21.3
None	42.5	13.2	54.3	44.6	51.9	40.4	58.6	51.2
Sample Size	1,050	285	1,396	345	1,506	315	1,098	527

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are percentages except for average GPA and ACT score. "Eligible" refers to eligible applicants. Totals may not sum to 100 due to rounding.

Appendix C. Adult Learner Component Details

Table C1

Characteristics of Adult Learner Awardees, by Cohort

Characteristic	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	2017 Award Cycle	2018 Award Cycle	2019 Award Cycle	2020 Award Cycle
<i>Gender</i>				
Female	76.9	90.4	82.9	77
<i>Race/Ethnicity</i>				
Hispanic/Latino	8.8	6.6	8.7	11.5
Black/African American	63.7	62.0	59.2	60
White not Hispanic	23.1	17.5	20.9	18
Other/Multiracial/NR	4.4	13.8	11.2	10.5
<i>Age</i>				
24–30	30.3	27.2	22.8	28.5
31–40	41.6	34.6	40.9	43.5
41–50	19.1	23.5	21.8	20.5
Over 50	9	14.7	14.5	6.5
<i>Average (years)</i>	36.1	38.5	38.4	36.3
<i>Veteran Status</i>				
Yes	2.2	3.6	5.1	2
<i>Parent With Four-Year Degree</i>				
Yes	19.8	21.2	20.9	20.5
<i>Average Expected Family Contribution</i>	1,940	2,008	1,948	1,874
<i>County of Residence</i>				

Cass (MO)	1.1	0.7	3.1	1.5
Clay (MO)	9.9	8.8	9.7	9.5
Jackson (MO)	69.2	72.3	61	55
Johnson (KS)	6.6	5.1	12.3	12
Platte (MO)	2.2	2.9	2.6	4
Wyandotte (KS)	11	10.2	11.3	18
Sample Size	91	137	196	200

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Expected Family Contribution, which is presented in dollars. NR = Nonresponse; DK = Don't Know. Totals may not sum to 100 due to rounding.

Table C2

Characteristics of Adult Learner Awardees, Compared With Population in Six-County Area Served by KC Scholars, by Percentage

Characteristic	Percentage of Population	Percentage of Awardees
Female	50.9	77.0
Asian	3.2	1.0
Black/African American	11.8	60.0
Hispanic/Latino	10.8	11.5
Multiracial	2.9	5.5
White not Hispanic	71.6	18.0
Parent With Four-Year Degree	34.0	20.5
Veteran Status	5.7	2.0

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. For this evaluation, the target population for the Adult Learner component of the program is defined as the U.S. Census–designated population of all residents in the six-county KC Scholars service region in 2018 or 2019, depending on the most recent data available. Figures for race/ethnicity and gender are point-in-time estimates corresponding to July 1, 2019; Parent With Four-Year Degree and Veteran Status are rolling five-year averages spanning the period from 2014 through 2018. Parent With Four-Year Degree refers to the percentage of persons aged 25 years or older who have attained a bachelor's degree or higher. Veteran Status refers to individuals aged 18 or over who were deployed in the armed services. Sources for population data: U.S. Census Bureau's American Community Survey, 5-Year Estimates 2014–2018; U.S. Census Bureau, Population Estimates Program, Vintage 2019 Tables.

Table C3**Prior Postsecondary Experience, Community Involvement, Employment, and Family Commitments of Adult Learner Awardees, by Cohort**

Characteristic	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	2017 Award Cycle	2018 Award Cycle	2019 Award Cycle	2020 Award Cycle
<i>Prior Degree Pursued</i>				
Associate's	44	45.3	44.4	42
Bachelor's	52.7	45.3	45.9	53
Not in a degree program	3.3	9.5	9.7	5
<i>Prior Postsecondary GPA</i>				
2.50 or less	56.1	54.7	39.3	29.5
2.51–3.00	20.9	26.3	28.1	12
3.01–3.50	15.4	13.9	24.5	12
3.51 or higher	7.7	5.1	8.2	46.5
Mean	2.61	2.71	2.72	2.49
<i>Noncompletion Reason</i>				
Academic	13.2	17.5	7.1	33
Family	50.5	62	49.5	46
Financial	72.5	64.2	70.4	69.5
Personal	40.7	43.8	30.6	42.5
Other	12.1	10.2	13.1	5.5
<i>Degree Intention</i>				
Associate's	36.3	53.3	28.1	22.5
Bachelor's	57.1	38.7	60.2	69.5
Unsure	5.5	5.8	10.2	6.5

Other	1.1	2.2	1.5	1.5
<i>School, Church, Community Activity Participation</i>				
Two or more, plus a leadership role in at least one	0	14.6	18.4	16
Two or more, no leadership role	25.3	19	15.8	21
One activity	34.1	21.9	25.5	28.5
No activity	40.7	44.5	40.3	34.5
<i>Employment Experience</i>				
Currently more than one job	0	9.5	8.7	13.5
Currently working full time	73.6	53.3	60.2	60
Currently working part time or seasonally	13.2	18.2	16.3	15.5
Previously employed	11	13.9	12.8	11
Never worked	2.2	2.2	2	0
<i>Weekly Hours, Family Commitment</i>				
11 or more	22	32.1	29.6	24.5
6–10	15.4	19	19.9	17.5
1–5	28.6	22.6	19.4	20
None	34.1	26.3	31.1	38
<i>Sample Size</i>	91	137	196	200

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. NR means nonresponse. Totals may not sum to 100.0 due to rounding

Appendix D. College Savings Component Details

Table D1

Characteristics of College Savings Seeded- and Matched-Account Awardees, by Cohort

Characteristic	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
	2017 Award Cycle		2018 Award Cycle		2019 Award Cycle		2020 Award Cycle	
	Seeded	Matched	Seeded	Matched	Seeded	Matched	Seeded	Matched
<i>Gender</i>								
Female	70.3	65.7	67.6	73.9	63.8	84.3	66	76
<i>Ethnicity</i>								
Asian	3.4	12.9	5.3	5.8	6.5	9.8	6.2	6
Black/African American	36.4	17.1	32.6	11.6	28.1	27.5	26.1	30
Hispanic/Latino	17.8	28.6	26.9	23.2	30.2	23.5	30.6	28
White, not Hispanic	28.0	34.3	28.0	46.4	25.5	25.4	27	28
Other/Multiracial/NR	14.4	7.1	7.2	13	9.7	13.8	10.1	8
<i>Parent With Four-Year Degree</i>								
Yes	29.7	34.3	37.2	37.7	33.1	17.6	32.9	22
<i>Free/Reduced-Price Lunch Eligibility</i>								
Yes	64.1	64.3	61.6	58	66.1	82.4	65.2	84
No	20.5	25.7	23.1	25.6	19.8	9.8	24.2	10
Unsure/DK	15	10	15	17.4	14	7.8	10.7	6
Average Expected Family Contribution	2,427	2,008	2,633	1,696	3,226	2,483	2,602	697
<i>County of Residence</i>								
Cass (MO)	0.8	5.7	4.2	10.1	2.1	2	1.1	2

Clay (MO)	2.5	14.3	3.8	14.5	7.8	7.8	16.9	18
Jackson (MO)	61	24.3	47	30.4	51.8	51	45.2	44
Johnson (KS)	8.5	12.9	15.9	10.1	13	11.8	12.4	12
Platte (MO)	0.8	17.1	1.5	14.5	3.6	3.9	4.5	4
Wyandotte (KS)	25.4	24.3	26.9	15.9	21.6	21.6	18	20
Other	1	1.4	1	4.3	0	2	2	0
Sample Size	118	70	264	69	384	51	356	50

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Expected Family Contribution, which is presented in dollars. NR = Nonresponse; DK = Don't Know. Totals may not sum to 100 due to rounding.

Table D2

Characteristics of College Savings Seeded- and Matched-Account Awardees, Compared With Public School Population in Six-County Area Served by KC Scholars, by Percentage

Characteristic	Percentage of School Population	Percentage of Awardees With Seeded Accounts	Percentage of Awardees With Matched Accounts
Free/Reduced-Price Lunch Eligibility	41.7	65.2	84.0
Female	48.8	66.0	76.0
Hispanic/Latino	16.7	30.6	28.0
Black/African American	14.2	26.1	30.0
White, not Hispanic	59.9	27.0	28.0
Multiracial	5.2	5.9	6.0
Parent With Four-Year Degree	34.0	32.9	22.0

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. For this evaluation, the target population for the College Savings component of the program is defined as high school students in the six-county KC Scholars service region. Population-level data were available for public school students in the 2018/19 school year, the most recent year for which data were available. Source for population data: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2018-19 v.1a.

Table D3**Academic Achievements, Community Activities, Employment, and Family Commitment of College Savings Awardees, for Seeded and Matched Accounts, by Cohort**

Characteristic	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
	2017 Award Cycle		2018 Award Cycle		2019 Award Cycle		2020 Award Cycle	
	Seeded	Matched	Seeded	Matched	Seeded	Matched	Seeded	Matched
<i>High School GPA</i>								
Mean	3.51	3.71	3.56	3.86	3.47	3.86	3.47	3.84
4.0 or higher	17.6	30	26.7	55.6	18	54.9	16	54
<i>School, Church, Community Activity</i>								
Two or more, plus a leadership role in at least one	13.6	38.6	18.7	42	14.1	35.3	11.5	34
Two or more, no leadership role	28	31.4	39.3	50.7	34.9	49	36.5	50
One activity	35.6	27.1	22.8	5.8	24	13.7	27.2	14
No activity	22.9	2.9	19.2	1.4	27.1	2	24.7	2
<i>Employment Experience</i>								
Full time or more than one job	0.7	1	0.7	1.4	1	1.6	0	0
Part time	43.2	55.1	7.5	17.4	42.5	56.4	6.2	22
Previous work experience	15	12.2	2.7	0	14.1	13.4	2.8	4
Never worked	39.5	28.6	89	81.2	39.9	24.8	91	74
<i>Weekly Hours, Family Commitment</i>								
11 or more	11.6	30	6.4	17.4	9.2	17.2	5.9	18
6–10	19.2	33.4	11.6	14.5	14.4	18.5	11.8	6
1–5	26.7	22.6	32.2	39.1	24.6	23.9	19.1	26
None	42.5	13.2	49.8	29	51.9	40.4	63.2	50
Sample Size	118	70	264	69	384	51	356	50

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are percentages except for GPA mean. Totals may not sum to 100.0 because of rounding.

Appendix E. Interview Questions for Fall 2020 High School Leader Interviews

Reminder:

Please respond to these questions based on your perceptions and experiences during the 2019/20 academic year.

Overarching Questions

- *What are the perceptions of high school administrators and counselors on the school-level factors and activities that help explain whether and which type of students apply to and participate in the KC Scholars program?*
- *What are the perceptions of high school administrators and counselors of the influence of the KC Scholars program on the school's college-going culture?*

Perceptions of the Kansas City Scholars Program

- What is the perception of the administrators, counselors, teachers, and staff about the KC Scholars program?
 - What do you know about the KC Scholars program?
 - Do you think the KC Scholars program is beneficial to students?
 - Do you talk to students about it?
 - Does your school specifically support their completion of the application, and if yes, in what ways?
 - Have perceptions of school personnel changed over time, from program launch in fall 2016 through now, the fourth application cycle?
 - If yes, in what ways and why?
- What are students' (and their families) perceptions of the KC Scholars program?
 - Do most/all students know about it?
 - Is it something that is sought after and valued?
 - What component (Traditional, College Savings Account/Match) are students (and their families) most familiar with/aware of?
 - What component (Traditional, College Savings Account/Match) are students (and their families) least familiar with/aware of?
 - Have the perceptions of the program changed over time, from program launch in fall 2016 through now, the fourth application cycle?
 - If yes, in what ways and why?

College Advising Corps (CAC) Role and Activities

We have a few questions about the way that the CAC relates to KC Scholars and your students.

- What is the role of the CAC adviser at your school?
 - What programming and advisement do they provide to KC Scholar awardees?
- In what ways does the work of the CAC adviser on behalf of KC Scholars relate with the other College and Career Readiness (CCR) programs/offersings at your school?
 - Describe the other CCR programs/offersings that are available to your students.
- What makes a CAC adviser effective in working with the KC Scholars?
 - What is the most valuable student outcome from KC Scholars collaborating with the CAC to provide awardees with intensive college advisement and planning support?
- Did you know that KC Scholars provides college planning support to awardees and their families, in addition to support provided to awardees via the college advisor?
 - What do you know about this?

- Based on your experience, do KC Scholars students (and their families) have a different level of engagement in college advising or college planning activities/opportunities than students who are not KC Scholars?
 - Please explain why or why not.
- Before COVID-19, had the CAC adviser's curriculum/programming with KC Scholars students changed over time?
 - In what ways?
 - Did the change(s) make a positive difference for your students?
- After COVID-19 emerged in spring 2020, in what ways did the CAC adjust the way that it supported students?
 - How do you think these changes impacted students?
 - Did the support vary by type of student?

School-Level Factors

- When and how do your students first hear about the KC Scholars program?
- What does your school do to make sure that students and their families:
 - are aware of the KC Scholars opportunity?
 - complete and submit their application?
- Does your school conduct specific outreach to families of students so they know about the KC Scholars' opportunity? If yes, please describe.
- Are some segments of your student population less likely to apply and be accepted to the KC Scholars program?
 - Are there specific things the school can do to better encourage students to be aware of the program and therefore prepare for and apply to it?
 - Better promotion?
 - Targeted coaching?
 - Are there specific resources that would enable you to provide students with more support to prepare for, apply to, and get accepted into the program?
- How might the program better serve your students/help you to better serve your students?
- Can you explain the trend over the past few years for your school (increasing, decreasing, level) in terms of applicants and accepted students?

Student and Family Characteristics

- Which students at your school:
 - know about the KC Scholars program?
 - are eligible for the program?
 - show interest in the program?
 - apply to the program?
 - get accepted to the program?
- Are there some groups of students who could be well served, but heretofore have not known enough about, been interested in, or participated in the program?
 - What types of *outreach* might be helpful?
 - What types of *supports* might be helpful?

Wrap-up Questions

- In your opinion, when you think about all of the factors we discussed (school-level factors, student characteristics, family characteristics, college advisors, college planning support from KC Scholars, etc.), which factors most impact whether a student applies to the KC Scholars program? Please explain.
 - Which strategies can the school use to promote and sustain the KC Scholars program among potentially eligible students and families?
- Does the KC Scholars program foster a college-going culture in your school? If yes, in what ways?
- In what ways do you think COVID-19 has impacted the college-going behaviors of KC Scholars students?

Appendix F. Student Survey Details

Table F1.
Number and Percentage of Responses to Student Progress and Experiences Survey Items, All Respondents (N=867)

Survey Question	Completely Disagree	Mostly Disagree	Slightly Disagree	Slightly Agree	Mostly Agree	Completely Agree
During this academic year, I made the progress I wanted to make.	80 (9%)	56 (6%)	73 (8%)	144 (17%)	291 (34%)	223 (26%)
I felt comfortable on campus.	53 (6%)	21 (2%)	41 (5%)	108 (12%)	272 (31%)	372 (43%)
I knew that if I wanted to, I could approach my professors (to discuss coursework, ask for help, etc.).	31 (4%)	12 (1%)	31 (4%)	107 (12%)	276 (32%)	410 (47%)
I knew where to get help with my classes if I needed it.	28 (3%)	12 (1%)	39 (5%)	109 (13%)	271 (31%)	408 (47%)
I knew where to get non-academic support (counseling, financial support, general advice, etc.).	37 (4%)	30 (3%)	44 (5%)	149 (17%)	255 (29%)	352 (41%)
I felt supported by the KC Scholars program.	19 (2%)	12 (1%)	28 (3%)	89 (10%)	224 (26%)	495 (57%)

Note. This table represents the evaluation team's analysis of KC Scholars survey data

Table F2.
Percentage of Respondents Who Mostly or Completely Agreed With Student Progress and Experiences Survey Items, by Student Characteristic

Survey Question	All Awardees n=867	Traditional Component Awardees n=579	Adult Learner Component Awardees n=288	Male n=165	Female n=697	Black/African American n=317	Hispanic/Latino n=205	White Not Hispanic n=203	Asian n=72	First-Generation College Students n= 530	Students With Parent With Four-Year Degree n= 336
During this academic year, I made the progress I wanted to make.	60%	61%	54%	67%	56%	49%	61%	76%	54%	55%	67%
I felt comfortable on campus.	74%	78%	61%	78%	74%	67%	78%	84%	69%	72%	79%
I knew that if I wanted to, I could approach my professors (to discuss coursework, ask for help, etc.).	79%	80%	78%	79%	79%	77%	80%	85%	76%	78%	80%
I knew where to get help with my classes if I needed it.	78%	83%	70%	83%	77%	74%	73%	82%	82%	76%	82%
I knew where to get non-academic support (counseling, financial support, general advice, etc.).	70%	72%	67%	70%	70%	66%	73%	73%	74%	67%	75%

I felt supported by the KC Scholars program.	83%	83%	82%	88%	82%	82%	86%	83%	78%	82%	84%
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Note. This table represents the evaluation team's analysis of KC Scholars survey data.

Table F3**Number and Percentage of Respondents Who Reported Resources Helpful During the COVID-19 Transition, All Respondents, by Student Characteristic**

Type of Resource	All Awardees n=867	Traditional Component Awardees n=564	Adult Learner Component Awardees n=283	Male n=165	Female n=697	Black/African American n=317	Hispanic/Latino n=205	White Not Hispanic n=203	Asian n=72	First-Generation College Students n= 530	Students With Parent With Four-Year Degree n= 337
Campus support organization	134 (15%)	105 (18%)	29 (10%)	29 (17%)	105 (15%)	43(14%)	40 (20%)	23 (11%)	20 (28%)	85 (16%)	49 (14%)
Online emotional wellness/mental health services	92 (11%)	55 (10%)	37 (13%)	10 (6%)	82 (12%)	34 (11%)	30 (15%)	16 (8%)	3 (4%)	48 (9%)	44 (13%)
Professors	458 (53%)	347 (60%)	111 (39%)	98 (59%)	358 (51%)	134 (42%)	122 (60%)	125 (61%)	41 (57%)	266 (50%)	191 (57%)
Academic advisor	377 (43%)	279 (48%)	98 (34%)	72 (43%)	303 (43%)	128 (40%)	106 (52%)	85 (42%)	31 (43%)	236 (45%)	140 (42%)
Emergency funding/loans	224 (26%)	167 (29%)	20 (57%)	45 (27%)	179 (26%)	85 (27%)	54 (26%)	44 (22%)	24 (33%)	113 (25%)	91 (27%)
Technology support	123 (14%)	86 (15%)	37 (13%)	25 (15%)	97 (14%)	39 (12%)	34 (17%)	28 (14%)	15 (21%)	74 (14%)	48 (14%)
None of the above	163 (19%)	77 (13%)	86 (30%)	25 (15%)	135 (19%)	79 (25%)	22 (11%)	36 (18%)	10 (14%)	100 (19%)	63(19%)

Note. This table represents the evaluation team's analysis of KC Scholars survey data.

Table F4

**Number of Respondents and Mean Average Rank of Challenging Factors During the COVID-19 Transition, All Respondents
(1 = Most Challenging, 8 = Least Challenging)**

Challenging Factor	N	Mean	Standard Deviation
Funding	649	4.22	2.10
Housing	634	5.93	2.07
Transition to online learning	684	2.81	2.09
Communication (too much or lack of)	705	3.35	1.71
Emotional wellness/mental health	746	3.54	1.99
Loss of employment	699	5.00	2.38
Transportation	714	6.36	1.65

Note. This table represents the evaluation team's analysis of KC Scholars survey data.

Table F5

Number of Respondents and Mean Average Rank of Challenging Factors During the COVID-19 Transition, Traditional Scholarship and Adult Learner Awardees (1 = Most Challenging, 8 = Least Challenging)

Challenging Factor	Traditional Component Awardees			Adult Learner Component Awardees		
	N	Mean	Standard Deviation	N	Mean	Standard Deviation
Funding	488	4.22	2.06	161	4.24	2.22
Housing	481	5.87	2.10	153	6.10	1.95
Transition to online learning	506	2.43	1.74	178	3.89	2.59
Communication (too much or lack of)	526	3.25	1.60	179	3.63	1.97
Emotional wellness/mental health	541	3.65	1.94	205	3.25	2.09
Loss of employment	520	5.12	2.3	179	4.65	2.59
Transportation	534	6.35	1.55	180	6.38	1.93

Note. This table represents the evaluation team's analysis of KC Scholars survey data.

Table F6

Number of Respondents and Mean Average Rank of Challenging Factors During the COVID-19 Transition, by Gender (1 = Most Challenging, 8 = Least Challenging)

Challenging Factor	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
Funding	4.08	2.22	4.27	2.07
Housing	5.73	2.09	5.97	2.06
Transition to online learning	2.56	1.90	2.88	2.14
Communication (too much or lack of)	3.33	1.42	3.36	1.77
Emotional wellness/mental health	3.91	1.99	3.45	1.98
Loss of employment	5.15	2.34	4.95	2.39
Transportation	6.34	1.46	6.36	1.70

Note. This table represents the evaluation team's analysis of KC Scholars survey data.

Table F7

Number of Respondents and Mean Average Rank of Challenging Factors During the COVID-19 Transition, by Race/Ethnicity (1 = Most Challenging, 8 = Least Challenging)

Challenging Factors	Asian		Black/African American		Hispanic/Latino		White not Hispanic		Other, Multiracial, NR	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Funding	3.79	2.09	4.09	2.28	4.37	2.02	4.43	1.97	4.00	2.01
Housing	5.83	2.17	5.72	2.23	6.40	1.82	5.90	1.94	5.12	2.33
Transition to online learning	2.55	1.81	2.93	2.25	2.62	1.97	2.95	2.11	2.71	2.08
Communication (too much or lack of)	3.15	1.39	3.54	1.84	3.40	1.68	3.20	1.69	3.05	1.40
Emotional wellness/mental health	3.67	1.89	3.80	2.10	3.39	1.83	3.24	1.91	3.77	2.34
Loss of employment	5.58	2.11	5.00	2.36	4.72	2.41	5.09	2.47	5.18	2.21
Transportation	6.29	1.45	6.27	1.85	6.46	1.57	6.31	1.54	6.38	1.77

Note. This table represents the evaluation team's analysis of KC Scholars survey data.

Table F8

**Number of Respondents and Mean Average Rank of Challenging Factors During the COVID-19 Transition, by First-Generation Status
(1 = Most Challenging, 8 = Least Challenging)**

Challenging Factor	First-Generation College Students		Students With Parent With Four-Year Degree	
	Mean	Standard Deviation	Mean	Standard Deviation
Funding	4.24	2.13	4.27	2.07
Housing	6.00	2.03	5.97	2.06
Transition to online learning	2.78	2.10	2.88	2.14
Communication (too much or lack of)	3.31	1.68	3.36	1.77
Emotional wellness/mental health	3.61	2.03	3.45	1.98
Loss of employment	5.01	2.40	4.95	2.39
Transportation	6.25	1.70	6.36	1.70

Note. This table represents the evaluation team's analysis of KC Scholars survey data.

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Suggested citation: Rauner, M., Mandinach, E., Sublett, C, Torre-Gibney, T. (2020). *Evaluation of the KC Scholars Program: Year 4 Report*. WestEd.

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