

Building a data sharing network of scholarship programs for alumni of foster care

Pilot phase process and findings

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Prepared by:

Jennifer Lee Schultz and Dan Mueller

Wilder Research
451 Lexington Parkway North
Saint Paul, Minnesota 55104
651-280-2700
www.wilder.org

Available at:



www.wilder.org/report.html?id=2085



www.casey.org/ednetwork

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Executive summary

In order to help strengthen the capacity of scholarship programs to systematically gather and examine data on their recipients, Wilder Research and Casey Family Programs launched the Foster Care Alumni Scholarship Benchmarking Network (Network), a data sharing initiative. The Network consists of a common database into which participating programs pooled data on their programs and scholarship recipients. The participating programs included scholarship programs designed specifically for youth who have been in foster care. This report describes the process of launching the Network and presents preliminary findings based on data collected in the pilot phase.

Project description

Goals

Goals of the data sharing initiative included the following:

- Improve tracking and documentation of outcomes for scholarship recipients (e.g., retention in program, graduation rates) and factors that may contribute to or hinder their success.
- Report aggregated overall and individual program outcome results for scholarship recipients.
- Increase understanding of the factors that contribute to outcomes for scholarship recipients, including the impact of support services.
- Provide data that programs can use to compare themselves to other programs.

Project phases

Two project phases were initially proposed:

- In the pilot phase, a small set of programs pooled together data they had already collected on their five most recent cohorts of scholarship recipients.
- A second phase was initially proposed but has been suspended until additional funding is secured. In the second phase, the Network would be expanded to include more scholarship programs. The programs would agree to collect a common set of data elements and provide data on an ongoing basis.

Participating programs

Seven scholarship programs participated in the pilot phase. A scholarship program is defined as a program that provides any type of financial support towards schooling, school-related expenses, and/or living expenses students incur while in college. In addition to financial support, the participating programs also provided a variety of non-financial support services. For the pilot phase, the network included only programs designed specifically for youth who have been in foster care. The participating programs were as follows:

- Casey Family Scholars Program, funded by Casey Family Programs and administered by the Orphan Foundation of America
<http://orphan.org/index.php?id=30>
- Continuing Education and Job Training, administered by Casey Family Programs
For more information, contact John Emerson at jemerson@casey.org
- Coaching-to-College Program Scholarship, administered by Treehouse for Kids
http://www.treehouse4kids.org/whatwedo/coaching_to_college
- College Sponsorship Program, administered by United Friends of the Children
http://www.unitedfriends.org/programs/prog_edu.html
- Renaissance Scholars of Cal Poly Pomona
<http://www.dsa.csupomona.edu/rs/>
- Washington State Governors' Scholarship, administered by the College Success Foundation
<http://www.collegesuccessfoundation.org/gs/>
- Youth Education Scholarship, administered by the Silicon Valley Children's Fund
<http://www.svcf.org/programsandservices/educationprogramsandservices/yes/>

Developing the Network

The participating programs were asked to provide their feedback, through both formal and informal means, and to review decisions throughout the pilot phase. Their feedback helped shape the design and implementation of the Network.

- An all-day meeting was held to discuss the development of the Network.
- The participating programs produced a list of research questions to guide the initiative.

- Two documents were drafted – the project charter and data sharing agreement – to establish common understanding and agreement regarding the project goals and expectations.
- A project website was developed to facilitate ongoing communication and improve collaboration and information sharing across Network members. However, web participation remained low, due in part to the timing of when the website was introduced.

Data

Network members were asked to provide two types of data: 1) program data, and 2) scholarship recipient data.

Program data

Participating programs were asked to complete a web-based survey, which requested information about the details of their programs.

Scholarship recipient data

The pilot phase focused on recipient data that had already been collected by the programs. Participating programs were asked to provide individual-level scholarship recipient data on recipients from the five most recent cohorts (2002-03 through 2006-07). The data request was developed based on the variables that were commonly collected across programs and that were determined to be of potential value for answering the guiding questions. In total, 52 variables were requested.

Most of the programs found it somewhat challenging to provide the requested information, and there was a large amount of missing data. The percentage of variables for which the programs were able to provide at least some information (out of the 52 total requested) ranged from 63 to 100 percent of the variables. Further, data for some of the variables programs were able to report on were available for only some of their recipients. Specifically, the percentage of information provided per scholar ranged from 19 to 100 percent of the requested variables, with an average of 61 percent. Very little information was available on recipients' academic performance. In fact, only three of the programs were able to provide any academic performance data on their recipients. As a result, academic performance information was available for only 8 to 16 percent of the recipients in the Network, depending on the measure. This missing data situation severely limited the data analysis possibilities.

Key findings

Scholarship program components

- All the scholarship programs indicated having the following goals: increasing college retention, increasing college completion, providing role models, and advocating on behalf of youth in or alumni of foster care.
- The most common eligibility criteria were high school graduation (or the equivalent), completion of the federal application for financial aid (FAFSA), and submission of letters of recommendation.
- Four out of the seven programs indicated that admission into their program was competitive. Nevertheless, acceptance rates were high (more than half of eligible applicants) for the four programs that provided the requested information.
- The total number of recipients (new and returning) in 2007-08 ranged from 77 to 350 among the four programs that provided the requested information.
- The amount of financial support provided varied considerably by program. Four out of six programs indicated that their scholarship was a “last dollar” scholarship, covering the student’s unmet need after other financial aid sources are taken into account.
- Expenses most commonly covered by the scholarship programs included tuition, fees, textbooks, school supplies, and transportation costs.
- The following support services were provided by all of the scholarship programs: college readiness workshops or orientations, celebration or recognition events/dinners, emergency support, advocacy, academic advising, monitoring of academic progress, internship opportunities and/or connections, career counseling and information, and referrals to other resources not provided.
- The majority of the support services were provided directly through the scholarship programs, either alone or in conjunction with partners.
- The frequency with which program staff typically had contact with recipients ranged from “several times a year” to “more than once a week.”
- Programs varied in the percentage of contact they had with recipients that occurred face-to-face (vs. through mail, email, or phone), which ranged from 1 to 75 percent.

- Among the programs that provided financial information, there was large variation in total program expenditures and in the proportions spent on scholarships, administration, and support services.
- The areas of highest need for additional resources or improvement across the Network were “tracking early exiters” and “program evaluation.”
- Programs’ most common evaluation activities included monitoring student progress while students are receiving the scholarship, tracking college graduation, and conducting recipient satisfaction surveys.

Scholarship recipient characteristics

- Of the 1445 scholarship recipients, females accounted for two out of three.
- The largest racial/ethnic groups were Whites (37%) and Blacks (33%), followed by Latinos/Hispanics (14%), Asians/Pacific Islanders (6%), Native Americans/Alaskans (4%), multicultural (3%), unknown (2%), and other (1%).
- Recipients ranged in age from 15-38 years old at the time of program entry, and the median age was 19.
- Almost all of the students had a high school diploma or equivalent, and only 14 percent had previous post-secondary experience before entering the scholarship program (although previous post-secondary experience was unknown for about half of the students, so the actual percentage could be higher).
- The majority of recipients (62%) attended four-year colleges and universities, 29 percent attended community and/or technical colleges, and only a small percentage (4%) attended vocational schools while in the scholarship program.
- Likewise, the majority of the students (68%) were pursuing a bachelor’s degree, 16 percent were pursuing an associate degree, and 7 percent were pursuing a vocational certificate or license. In addition, 15 students were pursuing advanced degrees (i.e., master’s, doctoral, or professional).
- Almost three-quarters (72%) of the recipients attended public institutions, while 17 percent attended private non-profits, and 5 percent attended proprietary institutions.
- The most common majors pursued were those in the social sciences (13%), medicine and allied health care (13%), and business (11%).

Academic performance and program completion

Information on academic performance (GPA data) and progress (units and Satisfactory Academic Progress) was available for only a small subset of the Network students (8-16% of the students, depending on the measure). In addition, the following outcome measures are not perfectly precise due to gaps in available information. Definitions of outcome measures and descriptions of limitations are provided in the body of the report.

- On average, cumulative GPA at the end of the first year was 2.6 and final cumulative GPA was 2.7.
- Scholarship recipients earned an average of 84 percent of the units they attempted.
- About half of the students (51%) made Satisfactory Academic Progress in every term for which the information was available, whereas the other half were off track at some point.
- Among students from the 2002-03 entering cohort who had enrollment information available by year at minimum, the largest drop in enrollment occurred between the first and second academic years (100% to 56% enrolled).
- The programs provided information on their recipients' education status as of the end of the 2006-07 academic year. Over half of the students (55%) were last known to be enrolled in school, 13 percent had graduated, and 6 percent were known to have exited from college without completing their programs. The remaining 26 percent of the students had an unknown education status.
- If these education status results are adjusted to distribute the 26 percent with unknown status across the other status categories, the results show that an estimated 60 percent were still enrolled, 24 percent had exited college before completing, and 14 percent had graduated.
- Degree earned was unknown for the majority (68%) of the graduates. Among those for whom the information was provided, 84 percent had earned a bachelor's degree.

Factors associated with outcomes

Data limitations severely restrict our capability to explore factors associated with recipients' outcomes. Due to the amount of missing information, it is not possible to examine how multiple factors simultaneously play a role in the outcome of interest (e.g., scholarship program *and* recipients' characteristics). Instead, it is only possible to examine one factor at a time at this point.

Scholarship recipient characteristics

- While males performed about as well as females academically, they appeared to be slightly less likely to stay enrolled in college.
- No significant differences were found when comparing recipients based on their primary language (English vs. not English).
- The percentages of students who had graduated and who had exited before completing were similar among the racial/ethnic groups. On the other hand, there were significant differences in the percentage still enrolled, which was highest among students of other races/ethnicities (71%), followed by Black students (60%), White students (53%), Latino/Hispanic students (51%), Asian/Pacific Islander students (49%), and Native American/Alaskan students (38%). The status of many students (10-50% by racial/ethnic group) was unknown.

Post-secondary experience

- Significant differences were observed by cohort in the percentages who were still enrolled and who had graduated, following the pattern that would be expected given the number of years the cohorts have been enrolled.
- Students who entered the scholarship programs with prior post-secondary experience appeared to have somewhat of an advantage over students without prior experience in cumulative GPA at the end of their first year and current education status.
- Students pursuing a bachelor's degree appeared to have a significant advantage in staying enrolled and completing their programs compared to students pursuing associate and vocational degrees. However, the significantly higher percentage with an unknown education status among associate and vocational degree students makes it difficult to interpret the results with confidence.
- In comparison to students who never earned summer units, those who did appeared to have poorer academic performance, yet appeared to be more successful at completing their programs.
- Students attending private non-profit institutions performed better academically than students attending public institutions and were more likely to be enrolled or have graduated than students attending public or proprietary institutions. In addition, students attending public institutions were more likely to be enrolled than students attending proprietary institutions.

- Among Black, Latino/Hispanic, and Native American/Alaskan students, those who attended an ethnically designated college (e.g., Historically Black Colleges and Universities, Hispanic universities, tribal colleges) earned a significantly lower percentage of units attempted and were significantly more likely to have exited before completing compared to those who did not attend an ethnically designated college. It is unknown how differences in the composition of students attending such institutions may have influenced these results.

Scholarship programs and components

Analyses comparing results of individual programs focused primarily on the three programs that provided the most complete academic performance data. Differences in results by program are discussed in the body of the report. There is some evidence to suggest that the composition of recipients within a program, in terms of their educational backgrounds and goals, may be associated with recipient outcomes.

As expected for the pilot phase, limitations in the amount and quality of data provided limited our ability to examine the association between recipient outcomes and program components. Without being able to control for the differences in recipient characteristics across programs, and without being able to account for the differences in support services received by individual students, it is difficult to identify which aspects or components of the programs themselves are associated with recipients' success.

Future direction

The second phase of the Network has been suspended due to an unexpected cut in project funding. A variety of suggestions are provided for consideration if the Network can be continued in the future.

Suspended pilot phase activities

As a result of the funding cut, some activities originally planned for the pilot phase were suspended. These activities should be reconsidered if the Network continues in the future:

- **Establish an advisory board of stakeholders** to provide input and guidance in the ongoing development of the initiative and to ensure that the project is sensitive to the needs of youth formerly in foster care.
- **Create a web-based reporting system** that participating programs can access to download aggregated reports based on their program's data and benchmarks based on the data from other member programs.

Original plans for Phase II

A number of activities were originally planned for Phase II that would be worth consideration if the Network continues in the future:

- **Invite additional programs** to participate in the Network. The addition of more programs will bring larger numbers of recipients and wider ranges of variation on potential factors, which will enhance the data analysis possibilities of the Network.
- **Expand data collection** by establishing a core set of variables to collect on an ongoing basis. The variables would be selected based on Network member feedback and input from a variety of sources (literature, research experts, practitioners, etc.). Guidelines for collecting these measures would also be established. In addition, programs may want to consider collecting data at more time points throughout the year. Expanding data collection will improve the Network's ability to examine the guiding questions.
- **Systematize the data pooling process** to make it less cumbersome for the program staff and research team. The process should be made as systematic and automated as possible to limit the amount of work done by hand and time required.
- **Establish the self-sufficiency of the Network.** One suggestion is to establish membership dues to help cover the core costs of processing, storing, analyzing, and reporting the Network data.

Additional recommendations for Phase II

Some additional recommendations based on lessons learned in the pilot phase include the following:

- **Provide training in evaluation capacity building.** In order to ensure the integrity and quality of the information collected, the Network should consider providing program staff with accessible and relevant training to help build their evaluation capacities.
- **Improve measurement of program services** by establishing more specific definitions of what constitutes each service and by requesting information on how commonly each service is provided (number of recipients receiving the service, number of times received, hours of service received, etc.). To ensure consistency and minimize missing data, it may be preferable to collect this information through an interview process rather than through a web-based survey.

- **Improve completeness and quality of data collected on scholarship recipients.** A number of strategies could be undertaken to minimize missing data and improve the quality of information collected. Some examples include building validation rules and format templates into data entry databases, improving access to information stored in databases by developing queries and restructuring, limiting the use and storage of paper forms, maintaining frequent contact with scholarship recipients, and keeping documentation of variable definitions and instructions for extracting information. Implementing these strategies, among others, will help improve the Network data and increase analysis possibilities, hence enhancing the Network's ability to examine the guiding questions.
- **Build Network reputation and funder buy-in.** Establish a reputation for the Network among funders as a reliable source of quality information so that funders will request Network results, thereby streamlining program staff's evaluation activities to satisfy funder requirements.
- **Secure additional funding** for the continuation of the Network.

Introduction

Context

A recent review by Wilder Research identified 38 post-secondary scholarship programs designed specifically for youth who have been in foster care. Most of these programs have started within the last 10-12 years, many within the last five years. At a minimum, these programs were gathering some data on those to whom they award scholarships. However, what was collected and whether there was an effort to collect data on outcomes of scholarship recipients (e.g., retention in college, support services received, graduation rates) appeared to vary widely. The Wilder Research review identified a number of programs that were able to provide at least limited data on student outcomes and others that wanted to improve their student data systems. Initial inquiries with staff in many of these programs revealed their interest in better understanding scholarship recipient outcomes and a need to be able to report such information to their boards or other stakeholders.

Objective and goals

In order to help strengthen the capacity of scholarship programs to systematically gather and examine data on their recipients, Wilder Research and Casey Family Programs launched the Foster Care Alumni Scholarship Benchmarking Network (Network). The Network consists of a common database into which participating programs pooled data on their programs and scholarship recipients. Analysis of the pooled data can be used to understand the student outcomes resulting from such programs and the factors that are important in achieving these outcomes.

Goals of the data sharing initiative included the following:

- Improve tracking and documentation of outcomes for scholarship recipients (e.g., retention in program, graduation rates) and factors that may contribute to or hinder recipients' success.
- Report aggregated overall and individual program outcome results for scholarship recipients.
- Increase understanding of the factors that contribute to outcomes for scholarship recipients, including the impact of support services.
- Provide data that programs can use to compare themselves to other programs.

Project phases

Two project phases were initially proposed.

Phase I

The first phase was considered a pilot phase in which the research team worked with a small set of scholarship programs to determine the most feasible and effective ways to gather, store, analyze, and report the data. The pilot phase focused on compiling data that the participating programs had already collected on the five most recent cohorts of scholarship recipients (2002-03, 2003-04, 2004-05, 2005-06, and 2006-07). By focusing on data that had already been collected, it was possible to produce results immediately rather than having to wait several years for the collection of new information. It was hoped that results based on the available data would help demonstrate the benefits of data sharing, as well as identify areas in which expansion of current data collection efforts would be helpful.

Based on initial feedback from the participating programs, it was decided that they would extract their data from their current systems rather than re-enter it into a new system (as was originally planned) in order to keep the burden on programs within reasonable limits. It was originally planned that Wilder would compile the data from all the Member Programs and merge the data into a common format. Once in a common format, the data would be sent to Casey's Technical Services work unit, which would store the information in a central database. The original Phase I plan also included the establishment of a secure web-based reporting system that each Member Program could access to download aggregated reports based on their program's data and benchmarks based on the data from other Member Programs. However, these activities had to be suspended due to an unanticipated cut in project funding. Instead of creating the web-based reporting system, it was decided that Wilder would compile and store the data, analyze the data in-house, and produce a report on Phase I results.

Phase II

A second phase was initially proposed but has been suspended pending the procurement of additional funding. In the second phase, the Network would be expanded, as appropriate, to include a larger group of scholarship programs. The notion would be to grow, as interest and feasibility warrant, with the goal of attracting as many scholarship programs that serve students formerly in foster care as possible. The second phase of the project would also expand the elements collected. In addition to continuing to collect data that they were already collecting, the participating programs would be asked to collect new and/or improved data elements, to the extent feasible, on an ongoing basis.

Value

Data sharing has a number of potential benefits. Initial evidence of some of these benefits has been observed in the pilot phase; however, expanded and improved data collection is needed to produce greater value.

- **Building the evaluation capacities of scholarship programs.** The data sharing network may help build the evaluation capacities of scholarship programs by helping them to improve their data systems and understanding of outcomes. By identifying a core set of common outcome measures (i.e., defining what we mean by success), by establishing consistency in how these measures are collected, and perhaps by providing technical assistance in gathering and storing data on the measures (as needed), the Network could improve the tracking and documentation of outcomes for scholarship recipients and the quality, coherence, and usability of scholarship program record data.
- **Providing useful comparative information.** Currently, there is no consistent way to compare the program models and outcomes of scholarship programs. Data sharing could lead to better and more consistent ways of gathering and reporting information on outcomes, as well as program components, which would make individual program results more understandable and comparable. The Network allows programs to compare their outcomes against peer programs and against an aggregate. This comparative information could be useful to programs in making improvement and investment decisions aimed at achieving better student outcomes.
- **Determining promising practices.** Currently, the field lacks ways to determine whether the components of scholarship programs are of the right mix and amount to achieve desired outcomes. By sharing and pooling data, it is possible to learn much more about the program and other factors that influence student outcomes than by studying programs individually (because of larger numbers for data analysis, wider ranges of variation on factors that may influence results, and opportunities for comparisons across programs). Using common outcome measures can help us to discern whether the financial assistance and support services provided by scholarship programs have been successful in general, and what models or aspects of scholarship programs will result in particular areas of success.

Process

Invitations

Based on a review of the existing scholarship programs for alumni of foster care, Wilder Research identified a set of programs to invite to participate in the Network. The invited programs were selected based on a variety of factors. The programs provided scholarships, defined as any type of financial support towards schooling, school-related expenses, and/or living expenses students incur while in college. The programs had been in operation long enough (at least five years) and had awarded a sufficient number of recipients to begin to examine their outcomes. The programs were already collecting some data on their scholarship recipients. Initial inquiries revealed that the programs had an interest in improving their data collection efforts and/or understanding of recipient outcomes.

In total, eight programs were invited to participate. Only one program declined due to privacy concerns with providing individual-level data. The seven programs that accepted the invitation were as follows:

- Casey Family Scholars Program, funded by Casey Family Programs and administered by the Orphan Foundation of America
- Continuing Education and Job Training, administered by Casey Family Programs
- Coaching-to-College Program Scholarship, administered by Treehouse for Kids
- College Sponsorship Program, administered by United Friends of the Children
- Renaissance Scholars of Cal Poly Pomona
- Washington State Governors' Scholarship, administered by the College Success Foundation
- Youth Education Scholarship, administered by the Silicon Valley Children's Fund

Feedback

An initial interview was conducted by telephone with each program shortly after they were invited to participate. The purpose of the interview was to obtain initial feedback (i.e., questions, concerns, level of interest, etc.) and to learn about the programs' current data systems.

The program representatives were generally very interested in the data sharing network. They expressed interest in seeing what others in the field were doing and learning from each other. They viewed the project as an exciting opportunity to share data, compare results, examine trends, and improve data collection.

Program representatives identified the following as valuable aspects of data sharing:

- Pulling data together to aggregately examine outcomes and factors contributing to success
- Having something against which to measure best practices and impact
- Having some measurement to demonstrate program success for fundraising and grant writing purposes
- Establishing guidelines for collecting and evaluating data to make things more efficient and save time
- Having a larger base of data on which to base policy recommendations

The participating programs also expressed some initial concerns:

- How much time (and money) it would take to compile the information
- Developing and collecting data elements that accurately demonstrate their programs' successes
- How the data would be used and reported
- Protecting student privacy

Feedback from the programs helped shape the design and implementation of the Network. The participating programs were asked to provide regular feedback, through both formal and informal means, and to review decisions throughout the pilot phase.

Commonly collected data elements

The participating programs were asked to provide an inventory of the data elements they were presently collecting and had accessible in their database. This information was synthesized across the programs to determine the data elements that were commonly collected.

The most common variables collected across programs were demographic variables, including date of birth, gender, and race/ethnicity. Some programs also collected other demographic variables, such as primary language, citizenship, marital status, and parental status.

Most of the programs documented the student's primary field of study or intended major. Other common variables included enrollment status, course load, expected graduation date, year in school or grade level, and degree goal or desired level of educational attainment. The most common academic performance indicator was GPA. Some of the programs also collected information on units earned and academic standing.

A few of the programs also collected information on students' activities outside of school, including information on student employment and extra-curricular or volunteer activities.

Most of the programs collected some information on students' experiences in foster care, but the information collected varied greatly from program to program. The most common variables about foster care included the number of placements, the type of placements, and time spent in out-of-home care.

Because the pilot phase focused on what the programs had already collected, the list of commonly collected variables served as a base for what the Network could include. The available information shaped the questions the Network could answer and how outcomes could be defined.

Meeting

The participating programs were invited to attend an all-day meeting on the development of the Network. Casey Family Programs covered the travel expenses and hosted the meeting at their headquarters in Seattle, Washington. Representatives from Wilder Research, Casey Family Programs, and each of the participating programs were in attendance.

The meeting covered the following topics of discussion and agenda items:

- The purpose of the data sharing network
- Participating programs' similarities and differences

- Commonly collected variables
- Brainstorming of questions programs would like to answer with Network data
- Stakeholder engagement and broader implications
- Data management and privacy
- Feedback from two alumni of foster care who attended the meeting

Guiding questions

A set of core questions were identified out of the brainstorming that occurred at the all-day meeting. These core questions served to guide the development of the data request and planned analyses. The questions were divided into two sets: 1) questions that could be answered in the pilot phase with the data already collected, and 2) questions we hoped to address in the future after programs begin collecting additional needed variables.

Questions we planned to answer with pilot phase data included the following:

- Who are we serving?
- How successful are students in progressing and completing post-secondary programs?
- Who is succeeding and who is not?
- What factors contribute to students' progress and success? What barriers impede success? (limited analysis only)

Questions we planned to answer in the future with additional data collection included:

- Further examination of the factors that contribute to students' progress and success, and barriers that impede success
- Why do students exit post-secondary programs before completion, and how are early exiters faring?
- How can we best prepare students for post-secondary success?
- What happens after students graduate from post-secondary programs?

Defining the project and establishing agreement

Based on feedback obtained from the programs at the all-day meeting, the research team drafted two documents to help define the project and establish agreement regarding goals and expectations.

Project charter

A project charter was drafted to outline our vision of the data sharing network. The charter included descriptions of the following: mission, overview of the Network, core values, vision for success, impact, management structure, communication strategies, decision making, conflict management, member program responsibilities, data ownership policy, and key tasks and goals. The participating programs reviewed the charter, provided feedback, and approved the document.

Data sharing agreement

A data sharing agreement was drafted to address the legal issues of data sharing. This document covered the following: purpose and goals, process, data ownership and use, materials ownership and use, data confidentiality, data access, reports, reimbursement of costs, indemnification, insurance, term, termination, renewal, project charter, compliance, amendment, and third party beneficiaries. This document was reviewed and approved by each participating program. An authorized signor from each program signed the data sharing agreement to indicate their acceptance of the agreement.

Project website

A project website was developed by the Casey Technology Services team to facilitate ongoing communication and improve collaboration and information sharing across Network members. The site was built on Microsoft's Office SharePoint Server 2007, which provides a standard development platform and intuitive user interface. The site included a variety of useful features and functionality, such as document sharing and message boards for discussion. Important information was posted on the website, including contact information, announcements, and deadlines. It also served as a central location for Network members to view and download project documents (e.g., data sharing agreement, charter). The website was secured so that only Network members could access it.

The Casey Technology Services team held a training session to demonstrate to Network members how to use the website. The training was done over the phone and Internet, with each Network member logging in from their own computer. The Casey team

provided instruction over the phone, while demonstrating on the computer how to do the associated tasks. Network members could view on their own computer what the Casey team was doing (e.g., how they were moving their mouse, where they clicked, etc.).

Although the Network members appeared to understand how to use the site, very few logged into the website after training. There are a variety of reasons why web participation remained low. Most importantly was the timing of when the website was introduced. Given its functionality, the website would likely have been useful to Network members earlier in the development of the Network. For example, the discussion boards would have been useful for sharing feedback regarding decisions that impacted the design and implementation of the Network. However, website development took longer than expected, and the website was not ready until after most of the big project decisions had already been made. By the time the website was introduced, Network members had already received and approved of the project documents and were busy working on fulfilling the data request. The research team tried to create a discussion around data elements to consider for the future, but Network members were not motivated to participate in this discussion, given the uncertainty of the Network's future due to an unanticipated cut in funding.

Despite the low participation, Network members indicated that the website has the potential to be useful if the Network continues in the future. The website could be used to facilitate ongoing communication, record discussion threads, assign tasks, post timelines, etc. As a central location of information, the website might be especially useful to new scholarship programs that are invited into the Network.

Data

Network members were asked to provide two types of data: program data and scholarship recipient data.

Program data

In order to understand each program's unique combination of components and services, Network members were asked to complete a web-based survey of their programs (see Appendix A). This information was needed in order to begin to examine how program components may be associated with recipient outcomes.

The survey was very detailed and covered a variety of program aspects:

- Contact information
- Program goals

- Eligibility criteria
- Admissions process and selection criteria
- Scholarship size, components, and renewal
- Support services
- Staffing
- Numbers served and acceptance rate
- Funding sources and operating budget
- Program needs
- Evaluation activities

Scholarship recipient data

In addition to completing the web-based survey on their programs, Network members were asked to provide a wealth of individual-level scholarship recipient data. Individual-level means that information was provided on each individual scholarship recipient, in contrast to aggregate (or overall) summary data. The value of individual-level data is that it greatly enhances the data analysis possibilities. In order to respect student privacy, Network members were instructed to remove student names and social security numbers from the dataset. In their place, each program was to assign a unique identification number to each recipient.

Because Phase I focused on data that the programs had already collected, their current data element inventories served as the starting point for developing the data request. First, the research team determined which data elements were commonly collected across programs. Once the list of commonly collected elements was created, it was shared with the Member programs for their feedback. Variables of interest were selected from the list of commonly collected data elements based on their potential contribution to answering the guiding questions developed by the Network members.

The research team established operational definitions for each variable to establish consistency across the programs. As expected, there was variation in the response categories programs used for collecting information. The general strategy for reconciling this variation was to include a large number of response categories for each variable. This allowed programs to continue using their own categories, for the most part, and minimized the extent to which Network members had to make technical calls on how to

link their categories with those requested. By including a large number of response categories, the research team could then collapse the categories into smaller sets, as needed, for analysis purposes. In a few cases, programs' categories overlapped in ways that caused concern over mutual exclusivity. In these cases, the research team had to establish a set of categories and then provide instruction to each program on how their program's categories should correspond to the Network's categories.

Preliminary drafts of the data request were shared with Network members for their feedback. After all feedback was addressed, the data request was finalized. In total, the request included 52 variables (see Appendix B). This included information on scholarship recipients' demographic characteristics, academic history, post-secondary programs, education status, and other background variables. In addition, the programs were requested to provide information on enrollment and academic outcomes (e.g., GPA, units attempted and earned) and on employment for *each* term the student was enrolled, to the extent possible. Member Programs were asked to provide this data on their five most recent cohorts of scholarship recipients (2002-03, 2003-04, 2004-05, 2005-06, and 2006-07), to the extent available.

For consistency purposes, each program was to label their variables and response categories using the same names and values provided in the data request. Programs could provide their data in a number of acceptable file formats, including Excel, Access, SPSS, and delimited text. An Excel template was sent along with the data request, which included the setup of columns and corresponding examples. Most of the programs used this template to fulfill the request, and all the programs provided data in Excel format.

After the request was sent out to the programs, the Wilder research team scheduled a phone call with each program in which they went through the data request variable by variable to make sure everything was clear and to answer program-specific questions. Ongoing technical assistance was provided by Wilder to help programs meet the request. In addition, programs were also offered up to \$1,000 in reimbursement from Casey for data entry support.

The programs had two months to fulfill the request. As expected, this proved to be a challenge for some of the programs. Deadline extensions were granted, and most programs were able to provide data within a few weeks past the original deadline. However, it took one program much longer to provide requested data clarifications, which necessitated an extension of the Phase I end date.

Once the data were received, the Wilder research team followed an established set of procedures to carefully check each program's dataset. Identified issues were compiled and explained in a memo. Each program was asked to review the memo and provide

corrections or clarification. Questions that could not be resolved in this way were discussed in more detail by phone. Once each program’s dataset was cleaned, the seven datasets were merged together into one common Network dataset that was used for analysis.

The amount of data the Network members were able to provide varied considerably by program (see Figure 1). Out of the 52 variables that were requested, the percentage of variables for which programs were able to provide at least some information ranged from 63 percent to 100 percent of the variables. Further, data for some of the variables programs were able to report on were available for only some of their recipients. The percentage of information provided per scholar ranged from 19 percent to 100 percent of the requested variables. In other words, the recipient with the least amount of information available had data provided for 19 percent of the variables, while the recipients with the most information had data on all the variables. The average percentage of variables reported per scholar varied by program from 54 percent to 92 percent of the requested variables. The programs with the most recipients tended to have a harder time providing information. As a result, this brought down the Network average of information available per scholar, which was less than two-thirds (61%) of the requested variables on average. Due to the large amount of missing information, data analyses were severely limited.

1. Ability to provide requested data

Program	Percentage of the requested variables for which at least some information was provided	Percentage of the requested variables that was provided per scholar		
		Minimum	Maximum	Average
A	100%	50%	96%	85%
B	63%	35%	63%	54%
C	63%	37%	62%	54%
D	69%	19%	67%	59%
E	94%	85%	94%	91%
F	100%	56%	100%	92%
G	71%	46%	71%	62%
Network overall	100%	19%	100%	61%

Note. All percentages are out of the 52 possible variables.

Note. For confidentiality reasons, individual programs are assigned a letter in this report.

Results

Scholarship program components

This section presents selected results from the web-based survey on program components.

The programs were asked to indicate the expenses covered by their programs (see Figure 2). The number of expenses covered by the programs ranged from five to nine (out of nine that were listed). All the programs indicated that their scholarship covers tuition, fees, textbooks, and school supplies. Expenses covered by six of the seven programs include housing, transportation, field trips/enrichment, and study abroad. Five programs indicated that they cover child care, and three programs indicated that they cover medical expenses. One program allows its recipients to decide how to spend their annual funds.

2. Expenses covered by scholarship programs

Expenses	A	B	C	D	E	F	G
Tuition	✓	✓	✓	✓	✓	✓	✓
Fees	✓	✓	✓	✓	✓	✓	✓
Textbooks	✓	✓	✓	✓	✓	✓	✓
School supplies	✓	✓	✓	✓	✓	✓	✓
Housing	✓	✓	✓	✓	✓	✓	
Transportation	✓	✓	✓	✓		✓	✓
Child care	✓	✓	✓	✓		✓	
Study abroad	✓	✓	✓	✓		✓	✓
Field trips/enrichment	✓	✓	✓	✓		✓	✓
Other	✓ ^a	✓ ^b	✓ ^c			✓ ^d	

^a *Medical emergencies*

^b *Medical*

^c *Medical emergencies, medical payments, health insurance, and miscellaneous emergencies*

^d *The students decide how to spend their annual funds.*

Three out of six programs responding indicated that their scholarship is a “last dollar” scholarship, covering the student’s unmet need after other financial aid sources are taken into account. Five of the seven programs provide a range of funding (see Figure 3), rather than a set amount, depending on a variety of factors: degree/certificate pursued, full-time/part-time status, amount of unmet need, and type of college.

3. Amount of financial support students received per year

Year	Financial support	A ^a	B ^b	C	D ^c	E ^d	F	G ^e
2005-06	Range	\$2,500 - \$7,000	-	\$1,500 - \$6,000	\$1,000 - \$5,000	\$2,000	\$3,000	No min - \$1,500
	Average	-	-	\$4,000	\$4,000	\$2,000	\$3,000	-
2006-07	Range	\$2,500 - \$7,000	-	\$1,500 - \$6,000	\$1,000 - \$5,000	\$2,000	\$3,000	No min - \$5,000
	Average	\$3,560	-	\$4,000	\$4,000	\$2,000	\$3,000	-
2007-08	Range	\$2,500 - \$7,000	-	\$1,500 - \$6,000	\$1,000 - \$5,000	\$2,000	\$3,000	No min - \$2,500
	Average	-	-	\$4,000	\$4,500	\$2,000	\$3,000	-

^a Program A is a “last dollar” scholarship. Funding amount depends on degree/certificate pursued and amount of unmet need.

^b Program B is a “last dollar” scholarship. Funding amount depends on degree/certificate pursued, full-time/part-time status, and amount of unmet need.

^c For Program D, funding amount depends on amount of unmet need and type of college.

^d Every student who meets the income criteria receives a \$2,000 grant from the program as part of their financial aid package. Some students receive scholarships from private donors.

^e Program G is a “last dollar” scholarship. Funding amount depends on amount of unmet need.

The programs were asked to select their program goals from a list provided (see Figure 4). All of the programs selected increasing college retention, increasing college completion, providing role models, and advocating on behalf of youth in or alumni of foster care as goals of their program. Other common goals (selected by 6 out of 7 programs) included the following: increasing college access, improving academic skills, improving life skills, connecting students with internship or employment opportunities, and supporting students as they transition into the workforce.

4. Program goals

Goals	A	B	C	D	E	F	G
Increase college access	✓	✓		✓	✓	✓	✓
Increase college retention	✓	✓	✓	✓	✓	✓	✓
Increase college completion	✓	✓	✓	✓	✓	✓	✓
Improve academic skills	✓	✓	✓		✓	✓	✓
Improve student self-esteem	✓		✓		✓		✓
Provide role models	✓	✓	✓	✓	✓	✓	✓
Provide recreational or social opportunities		✓		✓	✓		
Provide cultural opportunities		✓	✓		✓		✓
Encourage rigorous course-taking					✓		✓
Encourage long-term financial planning	✓	✓	✓		✓	✓	
Improve vocational skills	✓	✓	✓				✓
Improve life skills	✓	✓	✓		✓	✓	✓
Connect students with internship or employment opportunities	✓	✓	✓		✓	✓	✓
Support students as they transition into the workforce		✓	✓	✓	✓	✓	✓
Advocate on behalf of youth in or alumni of foster care	✓	✓	✓	✓	✓	✓	✓

Likewise, the programs were asked to select the services that are provided through their program or arrangements with partnering organizations (see Figure 5). Services provided by all of the programs included the following: college readiness workshops or orientations, celebration or recognition events/dinners, emergency support, advocacy, academic advising, monitoring of academic progress, internship opportunities and/or connections, career counseling and information, and referrals to other resources not provided. In general, the programs indicated that they provide a large number of services (i.e., selected 17-36 from a list of 45). This included even programs that are not typically thought of as service-intensive, which suggests that programs likely indicated providing a service even if it is something that they rarely provide. In the future, it may be helpful to request that programs report how commonly the service is provided, and perhaps at what level of intensity as appropriate, not merely whether they provide it.

The programs were also asked to indicate through whom their services are provided (through their program, through an established partner, or both) (see Figure 5). For all of

the programs, the majority of services are provided directly through the scholarship program, alone or in conjunction with partners. Two programs (D & G) appeared to rely more heavily on partners to provide services, with about one-quarter of the services being provided by the partner only. In contrast, two other programs (C & F) reported that none of their services are provided solely through partnerships, although both programs appeared to provide at least one service in partnership with another organization.

5. Services provided through program or arrangements with partnering organization(s)

Services	A	B	C	D	E	F	G
Pre-college or college preparation program	✓ ^c	✓ ^c	✓ ^c	✓ ^a			✓ ^a
College fairs			✓ ^d	✓ ^a			✓ ^b
College readiness workshop or orientation	✓ ^c	✓ ^c	✓ ^c	✓ ^b	✓ ^c	✓ ^a	✓ ^c
Summer bridge program	✓ ^a		✓ ^c		✓ ^c		
Celebration or recognition events/dinners	✓ ^a	✓ ^c	✓ ^d	✓ ^c	✓ ^a	✓ ^a	✓ ^c
Financial guidance and/or planning	✓ ^a	✓ ^c	✓ ^a		✓ ^c	✓ ^a	✓ ^b
In-person mentoring	✓ ^a	✓ ^a		✓ ^b	✓ ^c	✓ ^a	✓ ^a
Mentoring provided over phone or email	✓ ^b	✓ ^a	✓ ^a	✓ ^b		✓ ^a	✓ ^a
Personal counseling	✓ ^d	✓ ^c	✓ ^a		✓ ^c	✓ ^a	✓ ^b
Care packages	✓ ^a	✓ ^c	✓ ^a	✓ ^a		✓ ^a	
Life skills training	✓ ^a	✓ ^c	✓ ^a		✓ ^a		✓ ^b
Study abroad support	✓ ^a	✓ ^c	✓ ^a			✓ ^a	✓ ^b
Emergency support	✓ ^a	✓ ^c	✓ ^a	✓ ^a	✓ ^a	✓ ^a	✓ ^c
Child care assistance		✓ ^c	✓ ^a				
Transportation assistance	✓ ^a	✓ ^c	✓ ^a				✓ ^c
Housing assistance	✓ ^a	✓ ^c	✓ ^a		✓ ^c		✓ ^b
Textbook/supplies assistance	✓ ^a	✓ ^c	✓ ^a				✓ ^c

^a Service provided through scholarship program only.

^b Service provided through established partner(s) only.

^c Service provided through both scholarship program and established partner(s).

^d Service provider unknown (i.e., the program indicated that they provided the service but did not answer the follow-up question on who the service provider was).

5. Services provided through program or arrangements with partnering organization(s) (continued)

Services	A	B	C	D	E	F	G
Clothing	✓ ^a	✓ ^c					
Health care	✓ ^a	✓ ^c			✓ ^c		
Advocacy	✓ ^a	✓ ^c	✓ ^a	✓ ^c	✓ ^a	✓ ^a	✓ ^c
Legal advice or assistance		✓ ^c				✓ ^c	
Motivational speakers				✓ ^a			✓ ^c
Cultural activities and field trips					✓ ^c		✓ ^b
Workshops	✓ ^a	✓ ^b	✓ ^c	✓ ^c	✓ ^c		✓ ^c
Basic or remedial education	✓ ^a	✓ ^c		✓ ^b	✓ ^b		✓ ^c
Tutoring	✓ ^a	✓ ^c	✓ ^a	✓ ^b	✓ ^b		✓ ^c
Study skills training		✓ ^c	✓ ^a		✓ ^c		✓ ^c
Computer skills training							✓ ^c
Critical thinking skills development			✓ ^a				
Independent living skills development		✓ ^c	✓ ^a		✓ ^a		✓ ^c
Social skills development/ confidence building		✓ ^c	✓ ^a		✓ ^a		✓ ^c
Leadership development	✓ ^a		✓ ^a	✓ ^a	✓ ^c		✓ ^c
Academic advising	✓ ^a	✓ ^c	✓ ^a	✓ ^c	✓ ^c	✓ ^a	✓ ^c
Progress monitoring (e.g., grades, units)	✓ ^a	✓ ^c	✓ ^a	✓ ^c	✓ ^a	✓ ^a	✓ ^a
Academic enrichment	✓ ^a	✓ ^c		✓ ^d	✓ ^c		✓ ^c
Internship opportunities and/or connections	✓ ^a	✓ ^c	✓ ^a	✓ ^a	✓ ^c	✓ ^a	✓ ^c
Career counseling and information	✓ ^a	✓ ^c	✓ ^a	✓ ^c	✓ ^c	✓ ^a	✓ ^c
Career days							✓ ^c
Employability skills training		✓ ^c					

^a Service provided through scholarship program only.

^b Service provided through established partner(s) only.

^c Service provided through both scholarship program and established partner(s).

^d Service provider unknown (i.e., the program indicated that they provided the service but did not answer the follow-up question on who the service provider was).

5. Services provided through program or arrangements with partnering organization(s) (continued)

Services	A	B	C	D	E	F	G
Employment opportunities		✓ ^c			✓ ^b		✓ ^b
Job placement assistance							✓ ^b
Other career preparation services	✓ ^a	✓ ^c	✓ ^a		✓ ^c	✓ ^a	✓ ^c
Referrals to other resources not provided by the scholarship program or established partners	✓ ^a	✓ ^c	✓ ^a	✓ ^c	✓ ^c	✓ ^a	✓ ^c
Other academic service		✓ ^c	✓ ^a				
Other non-academic service		✓ ^c					
Number of services provided through scholarship program only^a	25 (86%)	2 (6%)	25 (81%)	7 (35%)	7 (26%)	16 (94%)	4 (11%)
Number of services provided through established partner(s) only^b	1 (3%)	1 (3%)	-	5 (25%)	3 (11%)	-	9 (26%)
Number of services provided through both scholarship program and established partner(s)^c	2 (7%)	33 (92%)	4 (13%)	7 (35%)	17 (63%)	1 (6%)	22 (63%)
Number of services provided through unknown provider ^d	1 (3%)	-	2 (6%)	1 (5%)	-	-	-
Total number of services provided	29	36	31	20	27	17	35

^a Service provided through scholarship program only.

^b Service provided through established partner(s) only.

^c Service provided through both scholarship program and established partner(s).

^d Service provider unknown.

Programs varied with regard to the frequency with which their staff has contact with recipients. Level of contact ranged from “several times a year” to “more than once a week” on average. Programs also varied in terms of the percentage of contact that occurs face-to-face (1-75%) versus through mail, email, or phone (25-99%). Based on the combination of these two factors (frequency of contact and percentage that occurs face-to-face), the programs were assigned a level of direct contact (see Figure 6). Three programs were deemed to have a low level of direct contact with their recipients, three had a medium level, and only one had a high level of direct contact.

6. Level of contact with recipients

	A	B	C	D	E	F	G
How often is program staff typically in contact with a recipient during a year's time?	Once a month	Once a month	Two or three times a month	Several times a year	More than once a week	Several times a year	Several times a year
What percentage of contact occurs face-to-face?	40%	25%	1%	5%	75%	10%	50%
What percentage of contact occurs through mail, email, or phone?	60%	75%	99%	95%	25%	90%	50%
Level of direct contact ^a	Medium	Medium	Low	Low	High	Low	Medium

^a The approximate number of times staff has contact with a recipient per year was multiplied by the percentage of contact that occurs face-to-face in order to estimate the average number of face-to-face contacts per recipient per year. This number was compared across the programs and a level was assigned (low, medium, or high) based on logical cutoffs (contact Wilder Research for more information).

Another source of variation among programs is their eligibility criteria (see Figure 7). Most of the programs (6 of 7) require that recipients be high school graduates (or equivalent), complete the federal application for financial aid (FAFSA), and submit letters of recommendation. Four of the programs specify a minimum high school GPA criterion, although this ranged from 2.0 to 2.7. Five out of the seven programs request that applicants submit an essay or writing sample. Three programs require that recipients enroll (or at least intend to enroll) full-time. When asked whether or not admission is competitive, four programs responded that it is (see Figure 8).

7. Eligibility criteria

Criterion	A	B	C	D	E	F	G
High school graduate or GED	✓	✓	✓	✓	✓	✓	
Minimum high school GPA	✓ ^a			✓ ^b	✓ ^c	✓ ^d	
Intend to enroll full-time		✓		✓	✓		
Complete FAFSA application	✓	✓	✓	✓	✓		✓
Essay or writing sample	✓		✓	✓	✓	✓	
Letter(s) of recommendation	✓	✓	✓	✓	✓	✓	
Other	✓ ^e			✓ ^f		✓ ^g	✓ ^h

^a Minimum GPA to be eligible is 2.0.

^b Minimum GPA to be eligible is 2.0.

^c Minimum GPA to be eligible is 2.3.

^d Minimum GPA to be eligible is 2.7.

^e Must be enrolled or about to enroll (in upcoming immediate term) at a college, university, or vocation school

^f Social worker letter to verify ward of the court status

^g Must plan to attend a four-year college or university and must enroll at least half-time as defined by their school

^h In foster care, aged out of foster care, or has an open case with Division of Children and Family Services.

8. Competitiveness

	A	B	C	D	E	F	G
Admission is competitive	Yes	No	Yes	Yes	Yes	No	No

Scholarship programs varied in size (see Figure 9). The total number of recipients (new and returning) in 2007-08 ranged from 77 to 350 among the four programs that provided the requested information. In addition, programs were requested to provide information on the number of eligible applicants (completed the application and met the eligibility criteria) and the number accepted out of those eligible (see Figure 10). From this information, an acceptance rate was calculated (percentage accepted out of eligible applicants). Acceptance rates were high (above half) for the four programs that provided the requested information. One program reported a very low acceptance rate (5-8%), but this appears to be an error, as a previous evaluation showed that this program's acceptance rate (when counting eligible applicants only, as was requested) was actually 68 percent.

9. Total number served (new and returning)

Academic year	A	B ^a	C	D	E ^a	F	G ^b
2005-06	41	133	300	99	31	124	NA
2006-07	45	204	350	125	37	132	NA
2007-08	77	NA	350	156	NA	141	NA

^a These programs did not respond to the survey question on numbers served, so the counts were estimated based on the scholarship recipient data provided. These counts may be underestimates because our data request only included the five most recent cohorts of recipients. If recipients from earlier cohorts continued to receive the scholarship in 2005-06 and 2006-07, the actual numbers served in those years may be higher.

^b Information on numbers served is not available for program G because the program did not answer the survey question and also did not provide scholarship recipient data on enrollment by year.

10. Acceptance rate

Academic year		A	C	D	F
2005-06	Number of eligible applicants ^a	NA	2,000±	45	39
	Number accepted out of eligible	13	100	27	30
	Percentage accepted	NA	5% ^b	60%	77%
2006-07	Number of eligible applicants ^a	23	2,000±	51	40
	Number accepted out of eligible	13	150	26	32
	Percentage accepted	57%	8%	51%	80%
2007-08	Number of eligible applicants ^a	82	2,000±	51	NA
	Number accepted out of eligible	48	100	31	NA
	Percentage accepted	59%	5%	61%	NA

^a Completed the application and met the eligibility criteria, not including renewals.

^b This appears to be an error, as a previous evaluation conducted by Wilder Research in 2006 showed that this program's acceptance rate (when counting eligible applicants only, as was requested) was actually 68% in 2005-06. The evaluation report states: "Online applications, the first step in the process, were completed by 1,652 persons. A large drop off occurred between the online application and the second step – completing the application packet which includes verification of foster care status, letters of recommendation, and an essay. A total of 452 completed application packets were received. This was narrowed down to 112 based on ineligibility, scholarship renewal, no financial need, and receiving another scholarship [provided by the administering organization]. Out of this pool, 76 (68%) were recommended to receive first-time scholarships."

Program expenditures were reported by four of the seven programs (see Figure 11). The survey asked programs to report the amount of money spent on scholarships, administration, support services, other, and in total, based on their most recently completed fiscal year (see footnote to Figure 11 for category definitions). The results show large variation in total program expenditures, ranging from \$372,505 to \$2,021,628. There was also great

variation with regard to the proportions spent on each of the categories. The percentage spent on scholarships ranged from 10 to 86 percent, while the percentage spent on support services ranged from 8 to 70 percent. Administrative costs ranged from accounting for less than 1 percent of total expenses to 19 percent (however, it should be noted that the “less than 1%” figure seems unlikely).

11. Expenses in most recently completed fiscal year

		B	D	F	G
Scholarships ^a	Amount	\$1,742,829	\$305,593	\$375,357	\$39,070
	% of total	86%	69%	61%	10%
Administration ^b	Amount	\$7,698	\$52,400	\$95,825	\$71,693
	% of total	<1% ^d	12%	15%	19%
Support services ^c	Amount	\$271,101	\$33,600	\$148,579	\$261,742
	% of total	13%	8%	24%	70%
Other	Amount	-	\$52,400 ^e	-	-
	% of total	-	12%	-	-
Total	Amount	\$2,021,628	\$443,993	\$619,761	\$372,505
	% of total	100%	100%	100%	100%

^a The total dollar amount spent on scholarship disbursements

^b The total dollar amount spent on administration of the program including materials, overhead (rent, utilities, building maintenance, etc.), and a portion of the staff salaries based on the percentage of time staff spend administering the program. Administrative activities include all of the regular tasks that are involved in operating a scholarship program, such as publicity, informing eligible youth about the program, reviewing applications, awarding scholarships, reminding students to reapply and/or submit their grades, checking on a student’s status in order to update his/her file, warning students in questionable status, completing paperwork and filing information, etc.

^c The total dollar amount spent on support provided to recipients including services (e.g., mentoring, tutoring, counseling, providing legal advice, etc.), events, workshops, enrichment, care packages, and any additional funds provided to students for expenses not covered by the scholarship itself (e.g., study abroad, medical coverage, emergency funds, etc.), as well as money that is paid to partner organizations for providing support services to recipients. This category includes a portion of the staff salaries based on the percentage of time staff spend directly supporting the recipients. Staff support includes providing services that are above and beyond the regular administrative services that recipients receive from a scholarship program. They include services that benefit the students on an individual and personal level. Staff activities that involve providing advocacy, consultation, encouragement, guidance, or counseling are considered support services, as well as any other staff activities that help address specific personal issues faced by the recipients (e.g., emotional issues, financial crises, etc.). Staff support may also include time spent coordinating support services and helping students access services provided by other sources.

^d This seems unlikely, and if it is inaccurate, this would affect the percentages spent on the other categories for this program.

^e Another staff person works to support non-selected applicants and scholarship alumni.

The survey asked programs to rate program areas in terms of need for additional resources or improvement (see Figure 12). Specifically, programs were given a list of areas and asked to indicate the extent to which each of the areas needed additional resources or improvement on a scale of 1 to 5, with 1 signifying the area is not a problem or current need area, and with 5 signifying there is a high need for additional resources or improvement. For reporting purposes, ratings of 2 and 3 were grouped together as “low need,” and ratings of 4 or 5 were grouped together as “high need.” The three areas of highest need for additional resources or improvement across the Network were “training of staff,” “tracking early exiters,” and “program evaluation.” It is worth noting that two of these three areas are evaluation activities.

12. Areas that need additional resources or improvement

Area	A	B	C	D	F	G	Network Average
Having enough program staff	High need	Low need	Not a need	High need	Low need	Low need	Low need
Training of staff	Low need	High need	Low need	High need	High need	High need	High need
Staff turnover	Not a need	Low need	Not a need	High need	Low need	High need	Low need
Coordination with partnering agencies	Low need	Low need	Low need	Low need	High need	High need	Low need
Coordination of program sites or locations	<i>Not applicable</i>	Low need	Not a need	Low need	Low need	Low need	Low need
Targeting students most in need of scholarships	Low need	<i>Not applicable</i>	Not a need	Low need	High need	High need	Low need
Retention of students in the scholarship program	Low need	High need	Not a need	High need	Low need	High need	Low need
Tracking early exiters	High need	High need	Low need	High need	High need	High need	High need
Support services for students	Low need	Low need	Not a need	High need	Low need	Low need	Low need
Program evaluation	High need	High need	Not a need	High need	Low need	High need	High need
Program sustainability	Low need	Not a need	Low need	High need	Low need	Low need	Low need

Note: Programs were asked to indicate the extent to which each of the areas need additional resources or improvement on a scale of 1 to 5, with 1 signifying the area is not a problem or current need area, and with 5 signifying there is a high need for additional resources or improvement. On the chart, “low need” refers to areas that received a rating of 2 or 3 and “high need” refers to areas that received a rating of 4 or 5.

Finally, the survey asked programs to indicate their current evaluation activities (see Figure 13). Six programs responded, and all of those programs indicated that they monitor student progress while students are receiving the scholarship, that they track college graduation, and that they conduct recipient satisfaction surveys. Four of the six programs reported that they conduct program evaluations, and three of the six reported that they track early exiters. Conducting follow-up surveys of program completers was a less common evaluation activity (reported by 2 out of 6 programs). Only one program indicated having done all six of the listed evaluation activities.

13. Evaluation activities

Evaluation activities	A	B	C	D	F	G
Monitor student progress while receiving scholarship	✓	✓	✓	✓	✓	✓
Track college graduation	✓	✓	✓	✓	✓	✓
Track early exiters		✓	✓	✓		
Conduct program evaluations		✓	✓		✓	✓
Recipient satisfaction surveys	✓	✓	✓	✓	✓	✓
Follow-up study of program completers		✓				✓

Scholarship recipient characteristics

The Network scholarship recipient dataset includes information on a total of 1,445 alumni of foster care who received post-secondary scholarships from seven different scholarship programs. The students represent the most recent cohorts of scholarship recipients that entered the programs over the past five academic years (see Figure 14). See Figure C1 in Appendix C for the number of recipients in each cohort by program.

14. Cohort

Cohort	First year in program	Number	Percent
1	2002-03	258	18%
2	2003-04	287	20%
3	2004-05	240	17%
4	2005-06	299	21%
5	2006-07	361	25%
Total		1,445	100%

The demographic characteristics of scholarship recipients are presented in Figure 15. Females accounted for two out of three (66%) scholarship recipients overall. Program A had an especially high proportion of females (83%), whereas the percentage was 60-68 percent for the other programs (see Figure E2 for characteristics by program).

The largest racial/ethnic groups were Whites (37%) and Blacks (33%), followed by Latinos/Hispanics (14%). A small percentage of recipients were identified as Asian/Pacific Islander (6%), Native American/Alaskan (4%), multicultural (3%), unknown (2%), and other (1%). The percentage of recipients who were racial minorities varied by program: 45 percent in program D, 55 percent in program C, 58 percent in program B, 81 percent in program G, and 88 percent in programs E and F (program A had too much missing data to report this).

Only 4 percent of the students were identified as having a primary language other than English, although this information was unknown for almost half of the students. Most of the recipients (89%) were U.S. citizens, 4 percent were not U.S. citizens, and this information was unknown for 7 percent. Marital and parental status were unknown for close to two-thirds of the students; however, 37 students were known to be married and 122 were known to have children. Recipients ranged in age from 15-38 years old at the time of program entry, although the largest percentage (42%) was 18 years old and the median age was 19.

15. Student demographic characteristics

Characteristic		Number	Percent
Gender	Female	956	66%
	Male	489	34%
Race/ethnicity	Asian/Pacific Islander	82	6%
	Black	477	33%
	Latino/Hispanic	198	14%
	Native American/Alaskan	50	4%
	White	539	37%
	Multicultural	49	3%
	Other	14	1%
	Unknown	36	2%
Primary language	English	680	47%
	Other	55	4%
	Unknown	710	49%

15. Student demographic characteristics (continued)

Characteristic		Number	Percent
U.S. citizen	Yes	1,279	89%
	No	62	4%
	Unknown	104	7%
Marital status	Married	37	3%
	Not married	497	34%
	Unknown	911	63%
Parent status	Has children	122	8%
	Does not have children	446	31%
	Unknown	877	61%
Age at program entry^a	17 and under	110	8%
	18	599	42%
	19	256	18%
	20	142	10%
	21	122	8%
	22	71	5%
	23	46	3%
	24	29	2%
	25 and older	44	3%
	Unknown	26	2%
	Median		19

^a Age as of September 1st of the school year the student entered the program.

One piece of information on foster care history – type of most recent out-of-home placement – was requested, but the information was unknown for most (81%) of the recipients (see Figures 16 and E3). Among those for whom this information was available, the most common out-of-home placement was “foster family home, non-relative” (160 students).

16. Type of most recent out-of-home placement

Type of placement	Number	Percent
Foster family home, relative	60	4%
Foster family home, non-relative	160	11%
Guardian family, relative	27	2%
Guardian family, non-relative	6	<1%
Group home or institution	22	2%
Other	7	1%
Unknown	1,163	81%

Information on students' level of education upon entering the scholarship programs is provided in Figure 17. Almost all of the students had a high school diploma or equivalent, and only 14 percent had prior post-secondary experience before entering the scholarship program. However, it is worth noting that previous post-secondary experience was unknown for about half of the students, so the actual percentage could be higher. The percentage of students with previous post-secondary experience appeared to be highest at programs A and C, followed by program E; however, this is difficult to tell given the amount of missing information (see Figure E4).

17. Education at program entry

		Number	Percent
High school graduation status	Did not graduate, no GED	8	1%
	Graduated or equivalent	1,310	91%
	<i>High school diploma</i>	472	33%
	<i>GED</i>	37	3%
	<i>Unknown credential</i>	801	55%
	Unknown status	127	9%
Previous post-secondary experience (post-secondary level upon program entry)	No previous post-secondary experience	506	35%
	Some vocational	1	<1%
	Some college	194	13%
	Vocational, certificate or license	1	<1%
	Associate degree (2-year)	6	<1%
	Unknown	737	51%

Figure 18 presents information on the post-secondary institutions that recipients attended while they were in the scholarship programs. The majority of recipients (62%) attended four-year colleges and universities, 29 percent attended community and/or technical colleges, and only a small percentage (4%) attended vocational schools. In comparison to the other programs in the Network, programs E, F, and C had a higher percentage of recipients attending four-year colleges (see Figure E5).

Across the Network as a whole, almost three-quarters (72%) of the recipients attended public institutions, while 17 percent attended private non-profits and 5 percent attended proprietary (for profit) institutions. Most of the recipients attended institutions that did not have an ethnic designation; however, 110 students attended Hispanic institutions, 45 students attended Historically Black Colleges and Universities (HBCU), and seven students attended tribal colleges. In terms of geographic representation, one-quarter of the institutions attended were located in California, and 17 percent were located in Washington state.

18. Post-secondary institutions

		Number	Percent
Type of institution	Vocational school	54	4%
	Community and/or technical college	422	29%
	Four-year college or university	901	62%
	Unknown	68	5%
Funding designation	Public	1,033	72%
	Private, non-profit	239	17%
	Proprietary	71	5%
	Unknown	102	7%
Ethnic designation	No designation	1,181	82%
	Black (HBCU)	45	3%
	Hispanic	110	8%
	Native American (tribal)	7	1%
	Unknown	102	7%
College location (state)	California	357	25%
	Washington	248	17%
	Texas	71	5%
	Arizona	49	3%
	New York	44	3%
	Oregon	44	3%
	Oklahoma	38	3%
	Other	498	34%
	Unknown	96	7%

Information on students' post-secondary programs is shown in Figure 19. The majority of the students (68%) were pursuing a bachelor's degree, 16 percent were pursuing an associate degree, and 7 percent were pursuing a vocational certificate or license. In addition, 15 students were pursuing advanced degrees (i.e., master's, doctoral, or professional). The percentage of students pursuing bachelor's degrees appeared to be highest in programs E, F, and C (see Figure E6).

The most common majors pursued were those in the social sciences (13%), medicine and allied health care (13%), and business (11%). Information on whether students transferred from one university to another was very limited, although it was known that 57 students did transfer at some point.

19. Post-secondary programs

		Number	Percent
Degree pursued	Vocational, certificate or license	106	7%
	Associate degree (2-year)	230	16%
	Bachelor's degree (4-year)	975	68%
	Masters degree	13	1%
	Doctoral or professional degree	2	<1%
	Unknown	119	8%
Did the student transfer to a different institution at any point?	Yes	57	4%
	No	223	15%
	Unknown	1,165	81%
Major^a	Social Sciences	195	13%
	Medicine & Allied Health Care	184	13%
	Business	155	11%
	Education	119	8%
	Public Affairs & Law	112	8%
	Arts	77	5%
	Service Programs	57	4%
	Communications	56	4%
	Biological Sciences	55	4%
	Computer Sciences	44	3%
	Engineering	31	2%
	Other ^b	163	11%
	Unknown	212	15%

^a The percentages total to more than 100% because students could have more than one major.

^b Other majors included Transportation, Construction, & Building Programs (19); General & Interdisciplinary Studies (18); Physical Sciences (17); English & Literature (16); Agriculture (9); Philosophy, Religion, & Theology (8); Mathematics (6); Protective Services & Military Science (6); Other Sciences (6); Ethnic Studies (5); Foreign Languages (5); Engineering-related technology (4); Sports (4); Technical Programs (3); Religious Affiliation (2); Park & Recreation Resources (1); and Other, including undecided (31).

Academic performance and program completion

Information on academic performance (GPA data) and progress (units and Satisfactory Academic Progress) was available for only a very small subset of the Network students (8-16% of the students, depending on the measure), who are not representative of the Network as a whole. The programs that could not provide data on academic performance and progress either had not collected it, had not entered it into their database (i.e., had only stored paper files), or were unable to extract it from their database. Because of the small number of students for whom this information is available, the results are not broken down by program. This information was requested for each term the student was enrolled, but data were not available for some terms. As a result of the gaps in information, the outcome measures are not perfectly precise, but are based on the closest available term with data, as described below. Results are presented in Figure 20.

The first academic performance measure – cumulative GPA at the end of the student’s first year – is based on the last term of the first year for which students had GPA data available, which may not necessarily be the last term of that year. Among the students who had GPA data available from the first year (n=220), cumulative GPA at the end of the year (or as close to the end as possible, given the available data) ranged from 0.4 to 4.0, and the average was 2.6.

Final cumulative GPA was determined only for students who were enrolled more than one year and had GPA data available in the last year that they were funded by the scholarship program. Again, the information may not necessarily be from the student’s last term of their final year, but rather from the last term (of their final year) *for which data was available*. Among the students who had such data available (n=118), final cumulative GPA ranged from 1.3 to 3.9, with an average of 2.7.

Change in GPA from the end of the first year to the final GPA was calculated only for students who were enrolled more than one year and had GPA data available in both the first year they were funded and the last year they were funded by the scholarship program. Once this group of students was selected, change in GPA was calculated by using the two previous measures (subtracting cumulative GPA at end of first year from final cumulative GPA). Among the students with this information (n=117), change in GPA ranged from a decrease of 1.50 grade points to an increase of 1.71 grade points. On average, GPA decreased very slightly (by 0.05 grade points) from the end of the first year to the end of the final year.

Percentage of units earned out of units attempted was calculated using data from all terms for which both the number of units attempted and the number of units earned were available (if one or the other was missing, the term had to be excluded from the calculation). Once

the terms with missing information were excluded, totals were calculated by summing the units attempted and the units earned across all the terms with available data. Then the percentage of units earned out of attempted was computed by dividing the total number of units earned by the total number of units attempted. Results for those with available data (n=235) show that this percentage ranged from 0 to 100 percent, with an average of 84 percent.

Another measure of academic performance is whether or not the student made “Satisfactory Academic Progress” (SAP), as determined by their college or university (this is typically based on a combination of GPA and unit generation). As with the GPA and units data, this information was requested for every term the student was enrolled, although there were some gaps in the available information. A summary measure was created by categorizing students based on whether they made SAP in every term (for which the information was available) versus those who did not make SAP in one or more terms. The results (based on 208 students with available information) show that about half of the students made satisfactory academic progress in every term (for which the information was available), whereas the other half were off track at some point.

20. Academic performance

Outcomes	N	Minimum	Maximum	Mean
Cumulative GPA at end of first year	220	0.4	4.0	2.6
Final cumulative GPA ^a	118	1.3	3.9	2.7
Change in GPA from end of first year to final ^b	117	-1.50	+1.71	-0.05
Percentage of units earned out of attempted	235	0%	100%	84%

Outcomes	N	Percentage of total
Always made satisfactory academic progress	208	51%

^a Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^b Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

Figure 21 presents information on enrollment and graduation over five academic years for students who entered the scholarship programs in 2002-03. The information is presented only for the subset of these students who had information on enrollment available by year at minimum (some programs were able to provide this information by term). This sample of students (n=247) includes first-time undergraduates (38%), students with prior postsecondary experience (21%), and a large proportion for whom prior experience was unfortunately unknown (41%).

The scholarship programs provided information on students' postsecondary enrollment only for the terms in which the students were enrolled in the scholarship program. In some cases, there are gaps when students were not enrolled in the scholarship program and it is unknown whether or not they were still enrolled in school. Students with unknown status cannot be counted as enrolled or graduated, so it is likely that these rates are an underestimate, given that some of the students with unknown status may have in fact been enrolled or graduated.

The results show that the largest drop in enrollment occurred between the first and second academic years (98% to 52% enrolled). Enrollment continued to drop thereafter, from 52 percent in the second year to 37 percent in the third year and 24 percent in the fourth year. Then the enrollment rate appeared to plateau, with 26 percent enrolled in the fifth year.

Drops in enrollment may be due to students dropping out or temporarily stopping out, but they could also be due to students graduating. In fact, graduation did account for a portion of the decline. However, the graduation rate grew at a much slower rate (from 2% by the end of the first year to 6%, 13%, 21%, and 24% by the end of the second, third, fourth, and fifth years, respectively).

When enrollment and graduation are combined into one success rate, the large drop after the first year remains (from 100% to 58%). The success rate continued to fall from the second year (58%) to the third (50%) and fourth (45%) years. Then the success rate increased somewhat to 50 percent by the end of the fifth year.

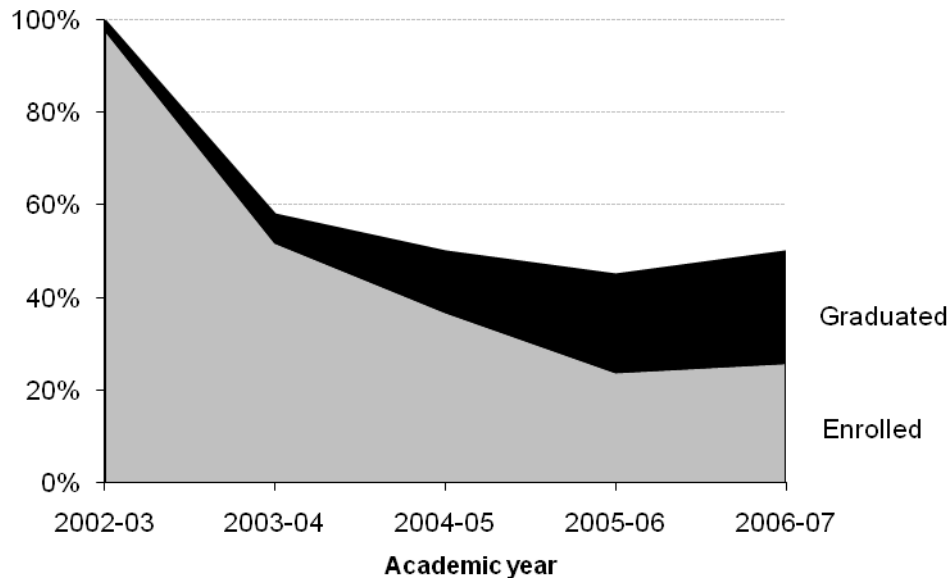
21. Cohort 1 undergraduates: Enrollment and graduation rates over five academic years

Academic year	Enrolled^a	Graduated^b	Enrolled plus graduated
2002-03	98%	2%	100%
2003-04	52%	6%	58%
2004-05	37%	13%	50%
2005-06	24%	21%	45%
2006-07	26%	24%	50%

Note. Includes students whose first year in the scholarship program was 2002-03 and for whom enrollment-by-year data was at least partially available (n=247). Of these 247, 94 (or 38%) were first-time undergraduates and 51 (or 21%) had prior postsecondary experience. Prior experience was unknown for the remaining 102 (or 41%). The enrollment and graduation rates are likely to be overestimates because students whose prior postsecondary experience is unknown are not counted as enrolled or graduated.

^a Enrolled at any point during the academic year and did not graduate in or before spring of the academic year

^b Graduated in or before spring of the academic year



The enrollment and graduation rates are higher when the analysis is restricted to include only those students who were first-time undergraduates in 2002-03. In other words, the results are more favorable when students with prior experience and students with unknown experience are excluded from the analysis. This is because students for whom prior experience was unknown tended to have more gaps when they were not enrolled in the scholarship program, and hence, more instances in which they could not be counted as enrolled nor as graduated. Based on results from a small sample of students whose status was tracked after they had exited early from the scholarship program (see footnote to Figure 25), it can be estimated that these students were in fact not enrolled for three out of four of the gaps. It appears, then, that students with unknown prior experience likely had more instances in which they were not enrolled in college. Therefore, in excluding them from the analysis, the results are likely to be overly favorable. Despite this likely bias, the analysis was conducted on the limited sample of first-time undergraduates in order to make the results as comparable as possible to a national sample (comparison presented below in Figure 23).

Figure 22 presents the enrollment and graduation rates for first-time undergraduates only (n=94). Once again, the results show that the largest drop in enrollment occurred between the first and second academic years (98% and 74% enrolled). Enrollment continued to drop each year thereafter, from 74 percent in the second year to 60 percent, 41 percent, and 35 percent in the third, fourth, and fifth years, respectively.

As the enrollment rate dropped, the graduation rate increased, yet at a much slower rate. By the end of the first academic year, 2 percent had graduated. This increased to 4 percent, 10 percent, 27 percent, and 31 percent by the end of the second, third, fourth, and fifth years, respectively.

When enrollment and graduation are combined, the results show high rates of success. By the end of the fifth year, about two-thirds of the students were still enrolled or had graduated.

22. Cohort 1 first-time undergraduates: Enrollment and graduation rates over five academic years

Academic year	Enrolled ^a	Graduated ^b	Enrolled plus graduated
2002-03	98%	2%	100%
2003-04	74%	4%	78%
2004-05	60%	10%	70%
2005-06	41%	27%	68%
2006-07	35%	31%	66%

Note. Includes first-time undergraduates who began postsecondary education in 2002-03 and for whom enrollment-by-year data was at least partially available (n=94). These rates are likely to be overestimates because students whose prior postsecondary experience is unknown are excluded from the analysis.

^a Enrolled at any point during the academic year and did not graduate in or before spring of the academic year

^b Graduated in or before spring of the academic year

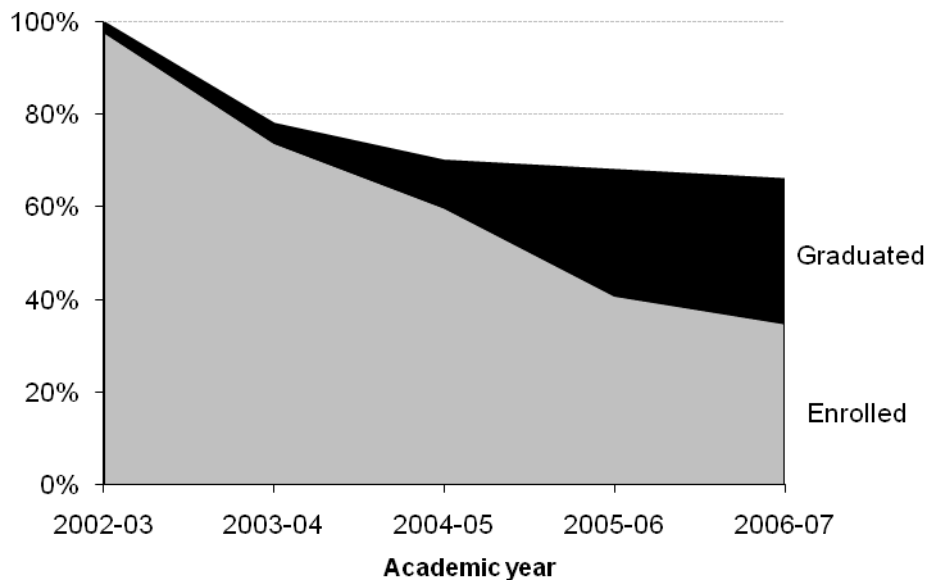


Figure 23 presents a comparison of the enrollment status results from the Network and from national samples of alumni of foster care and non-foster youth. It should be noted that these results are not completely comparable. On the one hand, the Network is at a disadvantage because data was only available for a period of five years, whereas the national results are based on a period of six years. On the other hand, the Network results are likely to be overly favorable because students for whom prior postsecondary experience was unknown were excluded from the analysis, and these students appeared more likely to have gaps in which they were not enrolled. In addition, it should be noted that it is unknown whether the distribution of degrees pursued is comparable across the samples.

Results from the national samples show that the percentage of students who had graduated by the end of the sixth academic year was higher among youth who had not been in foster care compared to youth formerly in foster care (56% vs. 26%). On the other hand, the percentage of students still enrolled was higher among the youth formerly in foster care (22% vs. 12%). Combining enrollment and graduation, the success rate was 68 percent for non-foster youth and 48 percent for youth formerly in foster care after six academic years.

In comparison, results from the Network show that 35 percent of scholarship recipients were still enrolled and 31 percent had graduated by the end of the fifth academic year, for an overall success rate of 66 percent. Although these results are not completely comparable, the fact that the graduation rate was higher for the Network after five years than for the national sample of alumni of foster care after six years may be promising.

23. Enrollment status comparison to national rates

Enrollment status	Data sharing network^a through spring of the fifth academic year	National sample of foster youth^b through spring of the sixth academic year	National sample of non-foster youth^b through spring of the sixth academic year
Still enrolled (but have not graduated)	35%	22%	12%
Graduated	31%	26%	56%
Early exiter	-	53%	31%
Unknown	34%	-	-

^a Includes first-time undergraduates who began postsecondary education in 2002-03 and for whom enrollment-by-year data was at least partially available (n=94). These rates are likely to be overestimates because students whose prior postsecondary experience is unknown are excluded from the analysis.

^b Analysis of data from the NCES 2001 Beginning Postsecondary Students Longitudinal Survey conducted by Ryan J. Davis, NASFAA, in "College access, financial aid, and college success for undergraduates from foster care" (2006). The analysis includes first-time undergraduate students who entered postsecondary education in 1995.

Turning now to results that include the full sample of students in the Network dataset, Figure 24 presents information on students' last known statuses. "Last status" refers to the student's status as of the end of the 2006-07 academic year based on whatever the scholarship program staff had last heard about the student. Much more information is available on this outcome measure compared to the others. Nevertheless, programs reported the last status as "unknown" for 26 percent of the students. This included students who had exited from the scholarship programs and for whom it was unknown whether they were still enrolled in college (25% of the total), plus students whose status was truly unknown in the sense that the scholarship programs were unable to verify whether they were still recipients (2% of the total).

Over half of the students (55%) were last known to be enrolled in school. Almost all of these students were still receiving the scholarship, although a small number were no longer scholarship recipients but were known to still be enrolled in college.

Thirteen percent of the students had graduated, including 10 students who graduated from one program and were currently enrolled in another. The 13 percent also includes two students who had exited from their scholarship programs but ended up continuing on to graduate.

The remaining 6 percent were known to have exited from college without completing their programs. This includes students who had exited from the scholarship programs and were known to not be enrolled in college, plus a small number of students who were still receiving support services (and in a few instances financial assistance) from the scholarship programs despite no longer being enrolled in college.

Differences in recipients' last status by scholarship program are discussed in the following section on factors associated with outcomes.

24. Last status

Status	Number	Percent
Enrolled in college	794	55%
Still enrolled in scholarship program and enrolled in college	776	54%
Exited from scholarship program, but still enrolled in college	18	1%
Graduated	190	13%
Graduated	178	12%
Graduated from one program and currently enrolled in another	10	1%
Exited from scholarship program, but continued on to graduate	2	<1%

24. Last status (continued)

Status	Number	Percent
Early exit from college	80	6%
Exited from scholarship program and not enrolled in college	61	4%
Still enrolled in scholarship program, but not enrolled in college	19	1%
Unknown	381	26%
Exited from scholarship program, unknown if enrolled in college	360	25%
Unknown status	21	2%
Total	1,445	100%

In order to provide a more accurate estimate of the proportions of students who were still enrolled, had graduated, and had exited, Figure 25 provides an adjustment based on distributing the 25 percent whose enrollment was unknown across the other status categories based on the percentages we might expect (see footnote to Figure 25 for a complete explanation of how this was done). The adjusted figures suggest that 60 percent were still enrolled, 14 percent had graduated, and 24 percent had exited college before completing. In other words, about three-quarters of the students were either enrolled or had graduated.

25. Last status, adjusted^a

Status	Number	Percent
Enrolled in college	874	60%
Graduated	199	14%
Early exit from college	351	24%
Unknown	21	1%

^a Of those in Figure 24 who exited from the scholarship programs (n=441), 18 (4%) were still enrolled in college, 2 (<1%) had continued on to graduate, 61 (14%) were not enrolled in college, and 360 (82%) had an unknown status. Focusing only on those who had exited from the scholarship program and had a **known** status (n=81), 18 (22%) were still enrolled in college, 2 (2%) had continued on to graduate, and 61 (75%) were not enrolled in college. If the proportion of students with these statuses is similar among the students who exited the scholarship program and have an unknown status (n=360), then we would expect that 80 of them (22%) would still be enrolled in college, 9 of them (2%) would have continued on to graduate, and 271 of them (75%) would have exited college without completing. If this assumption is correct, then we would expect the proportions among the total sample to adjust as follows: 874 (60%) would still be enrolled in college, 199 (14%) would have graduated, 351 (24%) would have exited college without completing, and 21 (1%) would have unknown status.

Degree earned was unknown for the majority (68%) of the graduates (see Figure 26). Among those for whom the information was provided, most had earned a bachelor's degree (n=51) and only a few had earned an associate degree (n=4) or vocational certificate or license (n=6).

26. Degrees earned

Degree	Total N=190	
	Number	Percent
Vocational certificate or license	6	3%
Associate degree (2-year)	4	2%
Bachelor's degree (4-year)	51	27%
Unknown	129	68%

Some of the programs have kept documentation of the reasons why early exiters leave college, when known. However, this information was available for less than half of the early exiters and is likely to be incomplete since only one reason was provided for many of these students (it is more likely that exiters had multiple reasons for leaving). Based on this limited information, it appears that the most common reasons for early exit include academic issues and personal crises (see Figure 27).

27. Reasons for early exit from college

Reason	Total N=80	
	Number	Percent
Academic issues	15	19%
Personal crisis	13	16%
Employment	4	5%
Financial aid issues	4	5%
Pregnancy	3	4%
Family issues	2	3%
Military	2	3%
Other	7	9%
Unknown	44	55%

^a The percentages total to more than 100% because students could have more than one reason for early exit.

Factors associated with outcomes

Network members expressed great interest in learning about the factors that are associated with scholarship recipients' outcomes. However, it is very difficult to explore such factors using the data compiled in the pilot phase. The information currently available is very limited because it includes only information that programs had already collected. In addition, there is a significant amount of missing information. On average, 39 percent of the requested information was missing per scholar. The missing data situation is particularly problematic for the outcomes measures. Academic performance information (GPA, units attempted and earned, SAP) was available for only a small percentage of the students (8-16%, depending on the measure). Although more information was available on students' current education status, this too remained unknown for a considerable proportion of the students (26%).

These data limitations severely restrict our capability to explore factors associated with recipients' outcomes. Due to the amount of missing information, it is only possible to conduct bivariate analysis at this point. Bivariate analysis explores the association of two variables: the potential factor (predictor variable) and the outcome of interest (outcome variable). The results provide an indication of whether or not recipients' performance on a particular outcome significantly differed when comparing groups of recipients based on a particular characteristic or factor. One of the limitations of this type of analysis is that it remains unknown whether and how other factors (outside of the predictor variable examined) play a role in the observed difference. For example, the results may indicate that recipients in a particular scholarship program performed significantly better than recipients in another program, but the results will not be able to account for other factors, such as differences in the demographic composition of the students in each program, that could contribute to the finding. Because bivariate analysis cannot account for other factors, it is often difficult to develop satisfying explanations to account for the observed results.

Given that recipients' outcomes are influenced by a variety of factors, it would be preferable to conduct an analysis that can examine multiple factors simultaneously. For example, regression analysis indicates the size of the impact of a particular factor controlling for all the other factors examined. Unfortunately, it was not possible to conduct this type of analysis given the amount of missing information in the pilot phase dataset. In order to better explore the factors associated with outcomes, it would be important in the second phase of the project that information be collected more consistently and that new pieces of information be collected.

Based on the information available at this time, several bivariate analyses were conducted in order to test whether various factors were associated with the academic performance and

current education status of scholarship recipients. As explained, interpretation of these findings is difficult since we are not able to account for other factors at this time.

Significant results are highlighted below. By significant, we mean results that were unlikely to have occurred by chance. This is determined by a statistical calculation that takes into account the size of the difference in outcome for the groups being compared, the number of individuals in the sample (i.e., sample size), and the variability in individuals' outcomes within each group. Specifically, a result is more likely to be determined significant if the outcome difference is large between the groups being compared, if the sample size is large, and/or if individuals within each group have a similar outcome (i.e., little variability). Any one of the three factors – difference in outcome, sample size, and variability – can impact the likelihood of finding significant results. As a result, we may be more likely to find significant differences between groups for students' current education status than for the other outcome measures, due in part to the amount of data available (i.e., larger sample size for education status).

Factors associated with outcomes: Scholarship recipient characteristics

Analyses were conducted to determine whether recipient outcomes differed based on recipient characteristics, including gender, primary language, and race/ethnicity. Significant results are highlighted in Figure 28.

28. Factors associated with outcomes: Scholarship recipient characteristics

Outcomes	Gender	Primary language	Race/ethnicity
Cumulative GPA at end of first year			
Final cumulative GPA			
Change in GPA from end of first year to final			
Percentage of units earned out of attempted			
Always made satisfactory academic progress			
Current education status: Still enrolled			X
Current education status: Graduated			
Current education status: Still enrolled or graduated*	X		X
Current education status: Exited before completing	X		
Current education status: Unknown			X

Note. X indicates that a significant difference was found for the particular outcome when recipients were compared based on the demographic factor.

* Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

Gender

Results comparing outcomes by gender are presented in Figures 28 and D1 in Appendix D. Performance on the academic outcome measures (GPA, units, and SAP) did not significantly differ between females and males. On the other hand, results for students' current education status suggest that females were more successful than males in continuing and completing their programs. The percentage of recipients who were still enrolled or graduated was significantly higher among females than males (70% vs. 65%). In addition, a significantly lower percentage of females exited before completing compared to males (5% vs. 8%). Overall, these results suggest that, while males perform about as well as females academically, they appear to be slightly less likely to stay enrolled.

Primary language

No significant differences were found when comparing recipients based on their primary language (English vs. not English) (see Figures 28 and D2).

Race/ethnicity

Figures 28 and D3 present the results of comparing recipient outcomes based on race/ethnicity. Academic performance (GPA, units, and SAP) did not significantly differ by race/ethnicity. On the other hand, some differences were observed among the racial/ethnic groups in their current academic status. The primary differences were in the proportion still enrolled in college, which was highest among students of other races/ethnicities (71%), followed by Black students (60%), White students (53%), Latino/Hispanic students (51%), Asian/Pacific Islander students (49%), and Native American/Alaskan students (38%).

The percentage who had graduated did not significantly differ among the racial/ethnic groups. However, the percentage of enrolled plus graduated did significantly differ due to the differences observed for the percentage still enrolled. Although the order remained the same, some of the differences between groups minimized once the percentage who had graduated were taken into consideration. The results show that the percentage of students who were enrolled or had graduated was the highest among students of other races/ethnicities (84%). This group was followed by Black students (72%), White students (68%), Latino/Hispanic students (64%), Asian/Pacific Islander students (63%), and Native American/Alaskan students (48%).

Significant differences by race/ethnicity were also observed for the percentage of recipients with an unknown current education status, which was highest among Native American/Alaskan students (50%), followed by Asian/Pacific Islander students (33%), Latino/Hispanic students (29%), White students (27%), Black students (22%), and

students of other races/ethnicities (10%). Differences among racial/ethnic groups in the percentage of students who exited before completing were not significant.

In summary, the primary difference observed when comparing students based on their race/ethnicity is in the percentage still enrolled, whereas the percentages of graduates and dropouts were similar among the race/ethnicity groups.

Factors associated with outcomes: Post-secondary experience

A number of variables associated with recipients' college experience were examined to determine whether they were associated with recipients' outcomes. Significant results are highlighted in Figure 29.

29. Factors associated with outcomes: Post-secondary experience

Outcomes	Cohort	Prior post-secondary experience	Degree pursued	Course load	Summer units	Transfer	Funding designation of college	Ethnic designation of college
Cumulative GPA at end of first year		X		X			X	
Final cumulative GPA					X		X	
Change in GPA from end of first year to final					X			
Percentage of units earned out of attempted					X		X	X
Always made satisfactory academic progress					X		X	
Current education status: Still enrolled	X	X	X		X		X	
Current education status: Graduated	X	X	X		X			
Current education status: Still enrolled or graduated*	X		X				X	X
Current education status: Exited before completing	X	X	X		X			X
Current education status: Unknown	X		X		X		X	

Note. X indicates that a significant difference was found for the particular outcome when recipients were compared based on the factor.

* Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

Cohort

Cohort refers to the academic year in which the recipient entered the scholarship program. In most cases, this was also the recipient's first year in college, although 14 percent of the recipients were known to have previous post-secondary experience prior to entering the scholarship program.

Academic performance did not significantly differ by cohort. On the other hand, cohort was associated with current education status (see Figures 29 and F4). As expected, the proportion still enrolled was highest among the most recent cohort of recipients who entered their programs in 2006-07 (74%) and declined with each of the previous cohorts: 66 percent of the 2005-06 cohort, 58 percent of the 2004-05 cohort, 46 percent of the 2003-04 cohort, and 23 percent of the 2002-03 cohort were still enrolled. Also as expected, the cohorts that had been enrolled longer had a significantly higher proportion of recipients who had graduated. The percentage graduated was highest among the 2002-03 cohort (28%), followed by the 2003-04 (24%), 2004-05 (11%), 2005-06 (4%), and 2006-07 (3%) cohorts.

Significant differences were also observed by cohort when the percentage still enrolled and the percentage graduated were combined. The results show that the combined percentage was highest among students in the 2006-07 cohort (77%) and lowest among students in the 2002-03 cohort (51%), while the combined percentage was similar among the middle cohorts (70% for students in the 2003-04 and 2005-06 cohorts, 69% for students in the 2004-05 cohort). Due to the high percentage of missing data, especially for the earliest cohort, it is difficult to tell whether the differences observed among cohorts for the combined percentage of enrolled plus graduated are truly meaningful.

In summary, significant differences were observed by cohort in the percentages who were still enrolled and who had graduated, following the pattern that would be expected given the number of years the cohorts have been enrolled.

Prior post-secondary experience

Analyses were conducted to compare whether outcomes differed based on whether or not the recipient had previous post-secondary experience prior to entering the scholarship program (see Figures 29 and F5). On average, recipients with prior experience earned a significantly higher cumulative GPA at the end of their first year compared to recipients with no prior experience (2.7 vs. 2.5). However, results for the other academic performance measures did not significantly differ based on prior experience.

Results for current education status show that the percentage who had graduated was significantly higher among recipients with prior experience compared to those without (41% vs. 15%), while the percentage still enrolled was significantly smaller among recipients with prior experience (45% vs. 68%). The percentage of early exiters was also smaller among those with prior experience compared to those without (4% vs. 9%).

Overall, these results suggest that students who entered the scholarship programs with prior post-secondary experience had somewhat of an advantage over students without prior experience. This is unsurprising given that students who entered with prior experience had already demonstrated some success (by having completed some schooling) and, compared to those without experience, were likely to be further along and closer to graduating at the time they entered the programs.

Degree pursued

Results comparing outcomes based on the degree recipients were pursuing are presented in Figures 29 and F6. Academic performance did not significantly differ between students based on their degree pursued, whereas current education status did differ. The percentage still enrolled was significantly higher among students pursuing a bachelor's degree (60%) than among those pursuing an associate degree (40%) or vocational certificate or license (38%). This finding is unsurprising given that it takes longer to complete a bachelor's degree.

The results also show that the percentage of recipients who had graduated was significantly smaller among students pursuing an associate degree (4%) than among students pursuing a bachelor's degree (16%) or vocational certificate or license (16%). One possible explanation for this finding is that students in associate degree programs often transfer to four-year colleges without earning the associate credential. However, we might expect the percentage still enrolled to be higher among associate degree students if this were the case.

When the percentage still enrolled is combined with the percentage graduated, the results show that the combined percentage is significantly higher among bachelor's degree students (76%) than among vocational (54%) and associate degree (44%) students.

On the other hand, the percentage of students who exited their programs before completing was significantly lower among students in associate degree programs (<1%) than among students in vocational (5%) and bachelor's degree (8%) programs.

Interpretation of these results is somewhat confounded by significant differences in the percentage of recipients with an unknown education status, which was highest among students pursuing an associate degree (56%), followed by those pursuing a vocational certificate or license (42%) and those pursuing a bachelor's degree (16%).

In summary, it appears as though students pursuing a bachelor's degree have a significant advantage in staying enrolled and completing their programs compared to students pursuing vocational and associate degrees. However, the significantly higher percentage with an unknown education status among vocational and associate degree students makes it difficult to interpret the results with confidence.

Course load

Outcomes for students who were enrolled part-time at any point were compared to outcomes for students who were always enrolled full-time (see Figures 29 and F7). The results show that students who were ever enrolled part-time earned a significantly higher cumulative GPA at the end of their first year, on average, compared to students who were always enrolled full-time (2.7 vs. 2.5). Explanation of this finding is difficult, and again results should be interpreted with caution due to the amount of missing data. No other significant differences were found based on course load for any of the other academic performance measures or for current education status.

Summer units

Figures 29 and F8 present results from analyses comparing outcomes for students based on whether or not they ever earned units in a summer term. A number of significant differences were found.

Earning summer units was not associated with students' cumulative GPA at the end of their first year, but was associated with students' final cumulative GPA, which was significantly higher for students who never earned summer units (2.8 vs. 2.5). The results also indicate a significant difference in GPA change from first year to final year, with students who never earned summer units improving their GPA by an average of 0.05 grade points, while students who earned summer units experienced an average decline in their GPA by 0.14 grade points. In addition, the percentage of students who always made SAP was significantly higher among students who never earned summer units compared to summer unit earners (59% vs. 40%).

On the other hand, students who earned summer units earned a significantly higher percentage of the total units they attempted compared to students who never earned summer units (88% vs. 81%). In addition, the percentage who had graduated was significantly larger among summer unit earners (29% vs. 13%), although the percentage who exited before completing was also significantly higher (14% vs. 6%). Because the percentage who had graduated was significantly larger and the percentage still enrolled was significantly smaller (52% vs. 67%) for summer unit earners compared to those who never earned summer units, the combined percentage of those still enrolled plus those

graduated was equal regardless of whether the student ever earned units in a summer term (80%). Additionally, the percentage with unknown status was significantly lower (6% vs. 14%) for students who earned summer units compared to those who never did.

Overall, these results show that, in comparison to students who never earned summer units, those who did appear to have poorer academic performance (based on GPA and SAP), yet appeared to be more successful at completing their programs (based on the higher percentage of units earned out of attempted and the higher percentage graduated).

Transfer

Transferring from one college to another at any point did not appear to be associated with any of the academic performance measures or current education status (see Figures 29 and F9). However, this information was available for only 19 percent of the recipients.

Funding designation of college

Figures 29 and F10 present the results from analyses comparing the academic performance of recipients based on whether they attended public versus private non-profit institutions. Proprietary institutions were excluded from the analyses because too few of the students had available academic performance data.

The results show that students attending private non-profit institutions performed significantly better than students attending public schools for almost all of the measures. On average, they earned a significantly higher cumulative GPA both at the end of their first year (2.9 vs. 2.5) and at the end of their final year (2.9 vs. 2.6). The percentage of students who always made satisfactory academic progress was significantly higher among students attending private versus public institutions (78% vs. 47%), and they also earned a significantly higher percentage of the units they attempted (92% vs. 84%).

More information was available on students' current academic status, so these analyses compare public, private non-profit, *and* proprietary institutions. The results indicate significant differences in the percentage still enrolled by institution type, which was highest among students attending private non-profits (68%), followed by students attending public (56%) and proprietary (39%) institutions. Although the percentages of dropouts and graduates did not significantly differ by college type, the combined percentage of enrolled plus graduated was significantly higher among students attending private non-profit institutions (83%) than among students attending public (69%) and proprietary (59%) institutions. Significant differences were also observed for the percentage of students with an unknown education status, which was highest among students attending proprietary institutions (37%), followed by students attending public (26%) and private non-profit (11%) institutions.

Overall, these results provide rather strong evidence that students attending private non-profit institutions performed better academically than students attending public institutions, and that they were more likely to be enrolled or have graduated than students attending public or proprietary institutions. There is also some evidence to suggest that students attending public institutions were more likely to be enrolled than students attending proprietary institutions. However, the extent to which these differences can be attributed to the institution type remains unknown, given that differences in the composition of students attending are also likely to influence the results.

Ethnic designation of college

Ethnically designated colleges (EDCs) are those that target a specific ethnic group. They include Historically Black Colleges and Universities (HBCU), Hispanic universities, and tribal colleges. Analyses were conducted to compare outcomes for recipients based on whether they attended an EDC. These analyses include only students in the ethnic groups that are targeted: Blacks, Latinos/Hispanics, and Native Americans/Alaskans. Results are presented in Figures 29 and F11.

The results indicate no significant differences based on whether or not the student attended an EDC for all but one of the academic performance measures. The percentage of units earned out of attempted was significantly higher among students who did not attend an EDC compared to those who did (86% vs. 74%).

Although the percentages who were still enrolled and who had graduated were not significantly different between those attending and not attending an EDC, the combined percentage of enrolled plus graduated was significantly higher for those who did not attend an EDC (72% vs. 61%). In addition, the percentage of early exiters was significantly smaller among those who did not attend an EDC compared to those who did (6% vs. 10%).

Overall, the results suggest a possible advantage for students who did not attend an EDC compared to those who did. However, significant differences were found for only a few of the outcome measures (i.e., unit generation and current enrollment status). As with the interpretation of the funding designation comparisons, it would be helpful to understand how differences in the composition of students attending such institutions may influence the results.

Factors associated with outcomes: Scholarship programs

Academic performance data (GPA, units, SAP) were available for recipients in only three of the seven scholarship programs: A, E, and F. Analyses comparing recipients' outcomes based on their scholarship program revealed some significant differences (see Figures 30 and F12). Recipients' cumulative GPA at the end of their first year significantly differed

by program, with students in program A earning the highest GPA on average (3.0), followed by students in program F (2.6) and program E (2.3). Similarly, recipients in program E earned a significantly lower final cumulative GPA on average (2.3) as compared to recipients in programs A (2.9) and F (2.8). The average percentage of units earned out of those attempted was significantly higher among students in program A (92%) than among students in program F (81%), and was not significantly different for program E, whose students earned 84 percent on average.

Data on current education status were available for recipients in all seven scholarship programs. Again, the results indicate significant differences by scholarship program (see Figures 30 and F12). Programs G and D had the highest percentage of recipients still enrolled (78% and 71%, respectively), while programs B and E had the lowest percentage still enrolled (31% and 42%, respectively). The proportion of recipients who had graduated was largest for programs E and F (25% and 22%, respectively) and smallest for programs B, A, and D (2%, 9%, and 9%, respectively).

The results also indicate significant differences among the programs when the percentage still enrolled and the percentage graduated are combined. The program with the highest percentage of recipients who were either still enrolled or graduated was program G (91%), while the program with the lowest percentage was program B (33%). Programs C, D, and F also had a relatively high percentage of recipients still enrolled or graduated (86%, 80%, and 86%, respectively), and about two out of three recipients were still enrolled or graduated in programs A and E.

Significant differences were also found between some programs in the percentage of students exiting before completing. The program with the highest proportion of recipients who had exited before completing was program E, with one out of five recipients exiting early. This was significantly higher than for programs C and G. Programs A, B, and D reported having no early exiters, although it is worth noting that these three programs had the highest percentage of recipients with unknown status (33%, 67%, and 20%, respectively). Given that almost all of the students with unknown status had left their scholarship program, it seems likely that many of them may have been early exiters. In fact, the high percentage of recipients with unknown current education status makes it very difficult to interpret the differences observed in the percentages of recipients with the other statuses. For example, program B had significantly lower percentages still enrolled (31%) and graduated (2%), but this is complicated by the fact that 67 percent of students in program B have unknown status. The percentage of recipients with unknown status was significantly lower for programs C, E, F, and G (6%, 14%, 2%, and 7%, respectively).

For the programs that provided the most complete data, these results can be summarized as follows:

- Recipients in program A performed significantly better academically compared to recipients in programs E and F. One in three recipients in program A had an unknown current education status, making it difficult to interpret the proportions that were still enrolled (59%) and graduated (9%).
- Recipients in program E performed significantly worse academically compared to recipients in programs A and F. Program E had the largest percentage of recipients who exited before completing their programs (20%). Nevertheless, program E also had the largest percentage of graduates (25%).
- Program F recipients tended to perform better academically than recipients in program E but worse than recipients in program A. Program F had a high percentage of graduates (22%) and a slightly above average percentage still enrolled (64%). As a result, Program F had an above average percentage of those enrolled combined with those graduated (86%).

30. Factors associated with outcomes: Scholarship programs

Outcomes	Significant differences among programs
Cumulative GPA at end of first year	X
Final cumulative GPA	X
Change in GPA from end of first year to final	
Percentage of units earned out of attempted	X
Always made satisfactory academic progress	X
Current education status: Still enrolled	X
Current education status: Graduated	X
Current education status: Still enrolled or graduated*	X
Current education status: Exited before completing	X
Current education status: Unknown	X

Note. X indicates that a significant difference was found for the particular outcome when recipients were compared by program. It is important to note that significant differences may have been found between some but not all programs for a particular outcome, and that not all programs provided academic performance data. Figure F12 specifies between which programs significant differences were found for each outcome.

* Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

Factors associated with outcomes: Scholarship program components

One of the goals of pooling data across programs is to identify the components of scholarship programs that appear to be associated with recipients' success in college. Information on program components obtained from the web-based survey was used to examine differences in recipient outcomes by programs in relation to differences in program components. This analysis was severely limited for a number of reasons, as described below.

Limitations

Better understanding of recipient outcomes is needed.

Due to the amount of missing data, there is very limited information about recipient outcomes. Information on recipients' academic performance was provided by only three of the seven programs, and was available for only a small percentage of the students in the Network dataset (8-16%, depending on the measure). In addition, the high percentage of students with an unknown current education status (up to 67% by program, 26% overall) makes it difficult to interpret the proportions still enrolled and graduated. As a result of the large amount of missing data, it is difficult to determine the extent to which recipients in one program performed better or worse than recipients in another program. Better understanding of recipients' success by program is needed in order to identify the key program components associated with success.

Better understanding of program components is needed.

In addition to better understanding recipient outcomes, greater understanding of program components is also needed. It was hoped that information on program components obtained through the web-based survey would be sufficient for examining how program components are associated with outcomes. However, there was not as much variation among programs in their components as was expected, especially with regard to the services they provided. To collect this information, the programs were given a list of services and asked to check off the ones they provided. There are a number of limitations with this method of collecting the information.

First, it appears that programs may have had different ideas about what constitutes a particular service. For example, a program that provided mentoring may have checked mentoring as a service, *plus* a number of other listed services that could potentially be covered in mentoring (e.g., development of study skills, critical thinking skills, life skills, social skills, independent living skills). On the other hand, others may have checked the skills development services only if their program provided a separate component, such as a class or workshop, geared specifically around the development of those skills. Likewise,

some programs that provided emergency support may have reported that they also provided child care assistance, transportation assistance, and housing assistance, because these are things that emergency support could potentially cover, whereas others may have indicated providing the specific kind of assistance (child care, transportation, housing) only if it was a separate component.

Another limitation of the survey is that it did not ask how frequently specific services were provided, and it appears likely that some programs indicated providing services that may not have been typical of their program. In addition, some of the information provided on other program characteristics (e.g., acceptance rate, numbers served) appeared to be at odds with what is already known about the programs through other sources of information. Missing data due to survey questions that were skipped also limit the usability of the survey results for determining the program components associated with recipient success.

As a result of these limitations, the survey results do not reveal sufficient variation among the programs, but rather show that they generally provided a large number of services, including even those programs that are not typically thought of as service-intensive. Due to this lack of variation, it was difficult to compare program outcomes based on services.

First look at program components associated with recipient outcomes

In order to provide a first look at program components that may be associated with recipient outcomes, a qualitative analysis was conducted in which the average recipient outcomes by program were considered in light of the scholarship program components. The analysis also considered the characteristics of recipients in each program as a potential factor that could account for the differences in outcomes among programs. This preliminary examination focused only on the three programs that provided information on the academic performance of their recipients (programs A, E, and F).

Program components

On average, recipients in program A performed significantly better academically compared to recipients in programs E and F. There are a number of reasons why this might be the case. Among the three scholarship programs, program A provided the largest number of services (29), although again we do not know how many recipients received each service. Program E provided almost as many services (27), yet academic performance was significantly worse among recipients in program E. Despite the program offering fewer services (17), recipients in program F had better academic performance on average than recipients in program E. The results suggest that perhaps it is not the number of services provided, but the provision of services by the scholarship program itself that counts. The percentage of services provided directly through the scholarship program,

without the assistance of an established partner, was higher among programs A and F (86% and 94%, respectively) than among program E (26%), and students in programs A and F tended to perform better academically than students in program E.

It is also possible that differences among the programs in the amount of financial assistance they provided contributed to the differences observed in students' academic performance by program. Program A is a "last dollar" scholarship, covering the student's unmet need after other financial aid sources are taken into account. In contrast, programs E and F provided a set amount of funding to their students, which according to program staff was in many cases not enough support to cover students' education expenses, even when combined with their financial aid packages. As a result of this unmet need, many students in programs E and F may have found it necessary to prioritize employment more in order to make ends meet. The need to juggle school and work may have contributed to the lower academic performance of students in programs E and F compared to students in program A.

The program with the highest level of direct contact with its recipients (program E) is the program with the lowest academic performance on average. Perhaps these students received more attention from the program staff in part because they needed more help. In fact, program E had the highest percentage of students who exited before completing their program. At the same time, program E also had the highest percentage of graduates (25%). These mixed results make it difficult to interpret the impact of the program's higher level of direct contact.

Other potential factors

Differences in the eligibility criteria of these programs may also contribute to the differences in recipient outcomes. It is possible that these students had higher academic achievement in the first place, although it is difficult to tell based on data that are currently available. The minimum GPA criterion to be eligible for program F is 2.7. While the minimum GPA criterion is lower for program A (2.0), admission is more competitive. Program E also reported that their admission process is competitive, and their GPA criterion for acceptance was actually slightly higher than program A's criterion (2.3 vs. 2.0). However, program E did not report its acceptance rate, so it is not possible to compare the level of competitiveness across programs. As a result, the extent to which academic achievement upon program entry is a factor in differential success among recipients by program remains unclear.

Another potential reason for the better academic performance of recipients in program A is that a higher percentage of the recipients in program A entered the scholarship program with previous post-secondary experience (45%) compared to programs E and F (22% and

8%, respectively). Results from the analysis of factors associated with recipient success showed that students with prior post-secondary experience tended to earn a higher cumulative GPA at the end of their first year, although they did not appear to have a significant advantage in the other academic performance measures.

Programs E and F had the highest percentage of graduates (25% and 22%, respectively). In contrast, only 9 percent of recipients in program A had graduated. However, one in three recipients in program A had an unknown current education status, making it difficult to interpret the proportions with other statuses (enrolled or graduated). Nevertheless, there are a number of reasons why programs E and F might have a higher percentage of graduates. The percentage of students who enrolled full-time every term was higher in programs E and F (95% and 47%, respectively) than in program A (34%). Although the Network analysis did not show any significant differences in current education status based on course load, other research has shown that students who enroll full-time are more likely to graduate than students who enroll part-time (for example, see Clifford Adelman (2006), *The toolbox revisited: Paths to degree completion from high school through college*).

Another potential explanation for the higher percentage of graduates in programs E and F compared to program A is that recipients in programs E and F must enroll (or at least intend to enroll) at a four-year university, whereas this is not a requirement of program A. In fact, 52 percent of the recipients in program A were pursuing associate degrees. Results from the analysis of factors associated with recipient success showed that graduation was significantly more common among students who pursued four-year degrees than among students who pursued associate degrees. This factor may also help explain why students in program A performed better academically, given the possibility that associate degree programs may be academically less challenging than bachelor's degree programs.

Overall, these findings provide some evidence that the composition of recipients within a program, in terms of their educational backgrounds and goals, may be associated with recipient outcomes. Without being able to control for the differences in recipient characteristics across programs, and without being able to account for the differences in services received by individual students, it is difficult to identify which aspects or components of the programs themselves are associated with recipients' success. More data on program components and recipient outcomes are needed to further examine this issue.

Future direction

Status of the Network

At this point, the pilot phase has come to completion. This initial phase was limited to using data that had already been collected by a small set of programs. The goal was not to be able to answer all the guiding questions, but rather to provide some immediate results based on available data to help illustrate the potential benefits of data sharing.

A second phase was initially proposed that would overcome many of the limitations of the pilot phase. Rather than trying to reconcile each program's unique set of variables, the Network would agree upon an established set of measures along with standardized procedures for data collection. Data sharing would be prospective, with programs providing data at regular intervals on an ongoing basis. In addition, more programs would be invited to participate. Halfway through the pilot phase, Network members learned that funding for the proposed second phase would be cut due to a shift in the broader funding priorities of the funding organization, Casey Family Programs.

Experience gained and plans developed during the pilot phase may be useful to consider if the Network continues in the future. Some considerations relate to activities that were suspended during the pilot phase due to funding uncertainty, some to plans for Phase II, and others to lessons learned during the pilot phase.

Suspended pilot phase activities

Due to the uncertainty of the Network's future, some of the activities that were originally planned for the pilot phase were suspended. These activities should be reconsidered if the Network continues in the future.

Establish an advisory board of stakeholders

It was originally proposed that a Network advisory board be formed to provide input and guidance in the ongoing development of the initiative. The committee might include representatives from key stakeholder groups (e.g., participating scholarship program staff and board members, scholarship recipients, funders or sponsoring agency staff, etc.) and research or technical experts. Through their direct involvement in the project, the advisory board would help ensure that the project is sensitive to the needs of youth formerly in foster care.

Create a web-based reporting system

In the original pilot phase plan, Casey's Technology Services work unit was to store the Network data in a central database and create a web-based reporting system that would automatically produce tables of results based on the Network data. Participating programs would have the ability to access the secure web-based reporting tool, which would allow them to download aggregated reports based on their program's data and benchmarks based on the data from the other member programs.

Original plans for Phase II

A number of activities were originally planned for Phase II that would be worth consideration if the Network continues in the future.

Invite additional programs

We propose expanding the Network to include a larger group of scholarship programs. The long-term goal would be to attract as many scholarship programs that serve students from foster care as possible. The addition of more programs would result in larger numbers for data analysis and wider ranges of variation on factors that may influence results. With these enhancements, the Network will be able to overcome some of the limitations of the pilot phase that made it difficult to examine the questions of interest.

Expand data collection

It is not ideal for a data sharing initiative to be based solely on the data programs currently have available, due to the lack of consistency in what information programs collect and how they collect it. Instead, we propose establishing a core set of measures for student outcomes and potential explanatory factors, as well as establishing a set of guidelines for collecting these measures, including regular intervals for ongoing data collection. Network members would work together to develop the core set of measures.

At the beginning of the pilot phase, the Network members stressed the importance of collecting measures that accurately demonstrate their programs' successes. In particular, the programs expressed interest in defining success in a variety of ways, not simply through academic performance and graduation rates. However, the programs were not collecting the type of information that is necessary in order to define success in the variety of ways they suggested. Developing a core set of outcome measures will help the programs to define success in a number of different ways.

In addition to measures of success, there are a number of other variables that were not available (or were very limited) in the pilot phase that may be worth consideration. Some

examples include the following: information on the student's foster care history; pre-college academic achievement; extracurricular activities; support services received; supportive people in students' lives; frequency, duration, and purpose of scholarship program contacts with students; reasons for early exit; and status of early exiters.

In developing a core set of measures, input from a variety of sources can be considered:

- Results from previous studies of the success of alumni of foster care in post-secondary education, which could serve as benchmarks
- The available literature on success in higher education, in order to understand how success and factors related to success are typically measured within the field of higher education
- The available literature on the key features of successful scholarship programs, which could inform the selection of measures of potential key features
- Key informant interviews with experts in higher education, in order to get their perspectives on what information would be ideal to collect, not simply what has been used in the past
- Key informant interviews with scholarship program staff, in order to obtain a practitioner perspective on ways to measure success, as well as to understand the current data collection capacities of programs and the resources or technical support that would be needed to bring their capacities up to the desired level
- Recommendations and advice from the Network's proposed advisory board of stakeholders, which could provide a variety of valuable perspectives

In addition to expanding the variables collected, some programs may also want to consider expanding the number of time points throughout the year at which data is collected. For example, it may be a good idea to collect certain pieces of information (e.g., enrollment status, units) at the beginning and at the end of each term. To illustrate the value of additional time points, consider the implications of collecting enrollment status once a year versus at the beginning and end of each term. If a student were to drop out of school in the middle of spring term, that student would be documented as "dropped out" for the entire year if the information is only collected once, at the end of the school year. On the other hand, if the information is collected at the beginning and end of each term, then it would be possible to observe that the student was enrolled all of fall term and part of spring term before dropping out. In other words, having more time points can help paint a more complete picture.

Systematize the data pooling process

The data pooling process used in the pilot phase was very cumbersome, both for the participating programs and for the research team. During the initial development phase, the research team considered requesting that programs enter their scholarship recipient data into a common web-based database. However, program staff expressed resistance to this idea because many of them were already entering scholarship recipient data into a number of different databases.

In order to limit the burden on programs, it was decided that they would extract their data from their current systems rather than re-enter it into a new system. Nevertheless, it proved challenging for many of the programs to extract information from their systems, resulting in much of the work being done by hand. The process was also cumbersome for the research team, which spent many hours cleaning and organizing the data received from programs before the data could be merged into one common dataset.

It does not seem feasible to continue using this process if data sharing continues in the future, and especially if more programs are added to the Network. We recommend that the research team develop an improved data pooling process that is as systematic and automated as possible. The ideal process would meet research needs, while respecting the time and priorities of program staff.

Establish the self-sufficiency of the Network

In order to ensure the self-sufficiency of the Network, it was suggested that participating programs might pay membership dues, which would help cover the core costs of processing, storing, analyzing, and reporting the Network data.

Additional recommendations for Phase II

In addition to the originally proposed activities, some additional recommendations are provided based on lessons learned in the pilot phase.

Provide training in evaluation capacity building

A wrap-up conference call was held with programs at the end of the pilot phase to hear their overall perspectives on the value of data sharing (positives and negatives) after participating in the pilot phase. In general, the programs expressed that the most valuable aspect of the experience was thinking through the way they currently collect data. For many, the experience helped illuminate the limitations of their current systems. Learning about the data collection processes and evaluation activities of their peer programs may also have been helpful for some. Several of the programs mentioned that, since participating in the pilot phase, they have taken steps to re-examine and improve their current systems and processes.

Clearly, the pilot phase demonstrated the challenges programs had in extracting information out of their current databases. The next phase of the data sharing initiative, with new expectations for prospective data collection, will likely introduce new challenges. Understandably, program staffs have varying levels of knowledge and comfort with research standards and best practices in data collection. In order to ensure the integrity and quality of the information collected, it would be worthwhile to provide program staff with accessible and relevant training to help build their evaluation capacities.

Improve measurement of program services

Information collected through the web-based survey on program services was not as useful as was hoped, due in part to the way the information was collected. It appears as though programs may have had different ideas about what constitutes a particular service and that some programs reported services that may not have been typical of their program. Based on lessons learned in the pilot phase, a number of recommendations are provided to improve the measurement of program services in the future. First, more specific definitions of what constitutes each service should be established. Second, programs should be asked to report not only whether they provide the service, but also how commonly each service is provided, and perhaps at what level of intensity, as appropriate. Specifically, this information could include the number and percentage of recipients receiving each service, and the amount of each service recipients receive (e.g., number of times recipients received the service, or hours of service received). Requesting all of this information in the web-based survey may make the survey cumbersome for programs to complete. Instead, a better approach may be for the research team to conduct an interview with each program. This way, the researcher can decide what constitutes a service, ensuring consistency in definitions across the programs. In addition, the interview method will minimize the amount of missing data since the researcher can provide clarification as needed and reduce the likelihood of skipping over a question.

Another issue to consider is whether the Network might want to collect data on services received at the individual level instead of at the program level. In other words, the programs would provide information on the services received by each individual recipient. Programs might collect this information anyway in order to report the more specific program-level information, such as the number and percentage of recipients receiving the service. If programs could identify *which* recipients received the service, not just the count of how many received the service, it would make it possible to examine additional research questions. While detailed program-level information on services should be sufficient for examining the overall impact of providing a particular service, individual-level data would be required in order to examine the specific impact of actually *receiving* the service. For example, an analysis of program-level data could produce a finding such as “programs that provided mentoring had better recipient outcomes on average compared to programs that did not

provide mentoring.” The overall findings produced by program-level data can also be produced using individual-level data. The advantage to individual-level data, on the other hand, is that it can produce more specific findings which cannot be produced with program-level data alone. For example, individual-level data could produce a finding such as “students that received mentoring had better outcomes on average compared to students that did not receive mentoring.” Although the programmatic finding is likely of more interest to programs, and although individual-level data is not necessarily needed to produce programmatic findings, the Network may want to consider collecting individual-level data anyway, if it can be done with little extra effort, given the flexibility it may provide for addressing additional research questions that could become of interest in the future.

Improve completeness and quality of data collected on scholarship recipients

Although the pilot phase focused only on the information already in programs’ databases, the programs still had considerable difficulty in fulfilling the data request. On average, only 61 percent of the requested information was provided per scholar. While the programs were generally able to provide information on most of the demographic characteristics of their recipients, only three of the seven programs were able to provide information on recipients’ academic performance. As a result, academic performance information was available for only a very small percentage of the students in the Network dataset (8-16%, depending on the measure). This missing data situation severely limited our ability to answer the guiding questions of the pilot study. In particular, it was especially difficult to examine the issue of factors associated with success because there was not enough data on student performance or on potential factors to answer this question.

In order to get the most out of data sharing, strategies will need to be devised to limit the amount of missing or unusable information. For example, validation rules can be built into data entry databases (i.e., Management Information Systems) so that a warning automatically pops up if a field is left blank or if information is entered incorrectly. In addition, format templates (i.e., masks) can be programmed to prompt staff to enter data in a specified format to ensure consistency. Similar rules can also be built into web-based applications and renewal forms to ensure that applicants and recipients fill in all the necessary information completely.

In some cases, the reason for incomplete data was not that the program had not collected the information, but rather that the program could not access the information that had been collected, at least not within the time and budgetary constraints of the project. Some programs reported having information stored in their database, but it appeared that staff lacked the knowledge needed to extract it. Perhaps some program databases could be restructured and queries could be developed to make it easier for staff to extract the information stored.

Another obstacle to accessing available data was that in some cases information had not been entered in the database and had only been stored as paper files. Although the Network provided financial assistance of up to \$1,000 for data entry, few programs took advantage of this support, and it may not have been enough to cover the time and staff resources needed to enter all the requested information. Access to available information could be improved in the future if programs limit the number of paper forms used, and if needed, build additional data entry into their routine (alternatively, of course, information collected online can be stored automatically).

A number of other strategies could be taken to improve the completeness and quality of the data collected. Some examples include the following: maintaining frequent contact with scholarship recipients and updating their contact information on a regular basis, consistently requesting information at the same time points each year, not overriding previously stored information when data is updated, keeping a codebook or some other clear documentation of the variables in the database (operational definitions, value labels, etc.) and instructions for how to extract information, and providing evaluation capacity building training to program staff.

Build Network reputation and funder buy-in

One of the frustrations that Network members expressed was the number of demands that are placed on them by stakeholders to collect and provide data on recipients, which some see as taking time away from their primary activities as scholarship providers to provide support to recipients. One way to help minimize the chasm between evaluation and practice might be through building the support of funders. Funding agencies often specify data they expect scholarship programs to provide in order to receive funding. Oftentimes, this means that scholarship programs must spend considerable time putting together packets of information containing the different pieces of information requested by their different funders. These efforts could be streamlined if the funding agencies were to agree upon one set of core outcome measures. By establishing a reputation among funders as a reliable source of quality information, the Network could provide the type of consistency that would make the collecting and reporting of outcomes more practical and useful for programs and funders alike.

Secure funding

Despite the limitations of the pilot phase, the potential benefits of data sharing are evident and numerous. With the anticipated improvements in the second phase, the value of the Network would grow considerably. However, additional funding must be secured before the second phase can be undertaken.

Appendices

Appendix A: Survey of programs

Appendix B: Recipient data request

Appendix C: Student characteristics by program

Appendix D: Factors

Appendix A: Survey of programs

Note: This survey was formatted for the Internet.

FOSTER CARE ALUMNI SCHOLARSHIP BENCHMARKING NETWORK SURVEY TO GATHER PROGRAM-LEVEL INFORMATION

DEFINITIONS

Throughout this survey, *scholarship* and *sponsorship* are defined as follows:

A **scholarship** is any type of financial support towards schooling, school-related expenses, and/or living expenses students incur while in college.

A **sponsorship** program is a program that provides non-financial support only.

A. GENERAL INFORMATION

A1. Contact information

Name of scholarship/sponsorship program: _____

Name of primary sponsoring agency (college/school/organization/business): _____

Name of administering agency (if different from sponsoring agency): _____

Program Contact

Street address: _____

City: _____ State: (lookup) Zip: _____

Phone: _____

Fax: _____

General e-mail: _____

Website URL: _____

Program Director

Name: _____

Title: _____

Email: _____

- A2. How would you classify the primary sponsoring organization?
- ¹ Foundation, non-profit
 - ² Post-secondary institution
 - ³ Government
 - ⁴ Business/industry
 - ⁵ Other (*Please specify:*_____)

A3. What is the primary sponsoring organization’s mission statement?

A4. This program began providing scholarships/sponsorships in: _____ (year)

B. SCHOLARSHIP/SPONSORSHIP

- B1. Is there a component where students participate prior to high school graduation?
- ¹ Yes, as part of the scholarship/sponsorship program
 - ² Yes, as a separate program
 - ³ No (GO TO Q.B5)

- B2. On average, in what grade level are students when they first join the program?
- ¹ Preschool
 - ² Kindergarten
 - ³ Elementary grades (1st – 5th)
 - ⁴ Middle school grades (6th – 8th)
 - ⁵ 9th grade
 - ⁶ 10th grade
 - ⁷ 11th grade
 - ⁸ 12th grade
 - ⁹ College level

B3. What type of academic programming or activities are provided prior to high school graduation?

(CHECK ALL THAT APPLY)

- ¹ Remedial instruction
- ² Reading/writing instruction or tutoring
- ³ Mathematics/science instruction or tutoring
- ⁴ Critical thinking skill development (e.g., problem solving; decision making)
- ⁵ Grade and attendance monitoring
- ⁶ Academically accelerated courses below the college level
- ⁷ College-level courses (e.g., AP)
- ⁸ Computer skills training
- ⁹ Academic enrichment courses
- ¹⁰ Study skills training
- ¹¹ SAT/ACT training or preparation
- ¹² GED preparation
- ¹³ Academic advising
- ¹⁴ Other (*Please specify:*_____)

B4. What type of non-academic programming or activities are provided prior to high school graduation?

(CHECK ALL THAT APPLY)

- ¹ Social skills development/confidence building
- ² Leadership development
- ³ College awareness (e.g., admissions, financial aid)
- ⁴ College fairs
- ⁵ Campus visits and tours
- ⁶ Cultural activities and field trips
- ⁷ Career counseling and information (e.g., career days)
- ⁸ Job placement assistance
- ⁹ Employability skills training
- ¹⁰ Personal counseling
- ¹¹ Independent living and life skills training
- ¹² Other (*Please specify:*_____)

B5. How would you classify your scholarship/sponsorship program?

- ¹ Need-based
- ² Merit-based
- ³ Both need- and merit-based
- ⁴ Neither (*Please specify:*_____)

B6. Remember: According to our definition, a scholarship is any type of financial support towards schooling, school-related expenses, and/or living expenses students incur while in college.

Students in your program can receive:

(SELECT ALL THAT APPLY)

- ¹ Scholarship and support services
- ² Scholarship only
- ³ Support services only (GO TO B.14)

B7. Please indicate for what expenses your scholarship can be used. (CHECK ALL THAT APPLY. *Do not check expenses that are covered by separate funds outside of the scholarship. These will be covered in a later question.*)

- ¹ Tuition (IF NOT SELECTED, GO TO B.9)
- ² Fees
- ³ Textbooks
- ⁴ School supplies
- ⁵ Housing
- ⁶ Transportation
- ⁷ Child care
- ⁸ Study abroad
- ⁹ Field trips/enrichment
- ¹⁰ Other (Please specify: _____)

B8. Is your scholarship a “last dollar” scholarship? In other words, does it cover the student’s unmet need after other financial aid sources are taken into account?

- ¹ Yes
- ² No

B9. Do all scholarship recipients receive the same amount of financial support per year?

- ¹ Yes (GO TO Q.B11)
- ² No

B10. What factors determine the variation in scholarship amount? (SELECT ALL THAT APPLY)

The scholarship amount varies depending upon...

- ¹ Degree/certificate pursued
- ² Full-time/part-time status
- ³ Amount of unmet need
- ⁴ Other (Please specify: _____)

B11. To whom are scholarship funds disbursed?

(CHECK ALL THAT APPLY)

- ¹ Student
- ² Post-secondary institution
- ³ Other (*Please specify:*_____)

B12. When are scholarship funds disbursed?

- ¹ By term
- ² Annually
- ³ Other (*Please specify:*_____)

B13. How much financial support did students receive per year?

	Minimum	Maximum	Average
2005-06			
2006-07			
2007-08 (if available)			

B14. Do scholarship/sponsorship recipients lose their funding/support if they take a leave of absence?

- ¹ Yes, they are removed from the program entirely
- ² Yes, they lose the funding/support they would have received during the term(s) they were missing, but they can receive funding/support when they return
- ³ No

B15. Does your scholarship/sponsorship program have funds/support available for summer term?

- ¹ Yes
- ² No

C. PROGRAM GOALS & SERVICES

C1. Which of the following goals relate to your program?
(CHECK ALL THAT APPLY)

- ¹ Increase college access
- ² Increase college retention
- ³ Increase college completion
- ⁴ Improve academic skills
- ⁵ Improve student self-esteem
- ⁶ Provide role models
- ⁷ Provide recreational or social opportunities
- ⁸ Provide cultural opportunities
- ⁹ Encourage rigorous course-taking
- ¹⁰ Encourage long-term financial planning (e.g., financial aid/savings)
- ¹¹ Promote interest/strength in **particular** subject area (*Please specify subject area:* _____)
- ¹² Improve vocational skills
- ¹³ Improve life skills
- ¹⁴ Connect students with internship or employment opportunities
- ¹⁵ Support students as they transition into the workforce
- ¹⁶ Advocate on behalf of youth in or alumni of foster care
- ¹⁷ Other (*Please specify:* _____)

C2. Which of the following services for students are available through your program or through arrangements with a partnering organization?

	Provide service?		If yes, Who provides the service?		
	Yes	No	Your scholarship/ sponsorship program	Post-secondary institution (through an established partnership)	Other established partner
Pre-college or college preparation program					
College fairs					
College readiness workshop or orientation					
Summer bridge program					
Celebration or recognition events/dinners					
Financial guidance and/or planning					
In-person mentoring					

	Provide service?		If yes, Who provides the service?		
	Yes	No	Your scholarship/ sponsorship program	Post-secondary institution (through an established partnership)	Other established partner
Mentoring provided over phone or email					
Personal counseling					
Care packages					
Life skills training					
Study abroad support					
Emergency support					
Child care assistance					
Transportation assistance					
Housing assistance					
Textbook/supplies assistance					
Clothing					
Health care					
Advocacy					
Legal advice or assistance					
Motivational speakers					
Cultural activities and field trips					
Workshops					
Basic or remedial education					
Tutoring					
Study skills training					
Computer skills training					
Critical thinking skills development					
Independent living skills development					
Social skills development/confidence building					
Leadership development					
Academic advising					
Progress monitoring (e.g., grades, credits)					
Academic enrichment					
Internship opportunities and/or connections					
Career counseling and information					
Career days					
Employability skills training					

	Provide service?		If yes, Who provides the service?		
	Yes	No	Your scholarship/ sponsorship program	Post-secondary institution (through an established partnership)	Other established partner
Employment opportunities					
Job placement assistance					
Other career preparation services (e.g., interview practice, resume/cover letter workshops, job search and application skills building)					
Referrals to other resources not provided by the scholarship program or established partners					
Other academic service (Specify: _____)					
Other non-academic service (Specify: _____)					

C3. How often is program staff typically in contact with a scholarship/sponsorship recipient during a year's time?

- ¹ Not at all
- ² Once a year
- ³ Several times a year
- ⁴ Once a month
- ⁵ Two or three times a month
- ⁶ Once a week
- ⁷ More than once a week

C4. If you had to estimate, what percentage of the contact your program staff has with recipients occurs:

Face-to-face _____%

Through mail, email, and/or phone correspondence _____%

D. STAFFING

D1. How many people worked in your program in 2005-06, 2006-07, and 2007-08?

	2005-06
Full-time paid staff	
Part-time paid staff	
Full-time volunteer staff	
Part-time volunteer staff	

	2006-07
Full-time paid staff	
Part-time paid staff	
Full-time volunteer staff	
Part-time volunteer staff	

	2007-08
Full-time paid staff	
Part-time paid staff	
Full-time volunteer staff	
Part-time volunteer staff	

E. ADMISSIONS PROCESS & SELECTION CRITERIA

E1. What is your enrollment/admissions process? (CHECK ALL THAT APPLY)

- ¹ Students must apply for admission
- ² Students are specifically targeted and selected
- ³ Admission is competitive
- ⁴ Students are selected on a first-come, first-served basis
- ⁵ Students must be referred to the program
- ⁶ Other (Please specify: _____)

E2. Your scholarship/sponsorship program accepts applicants from:

- ¹ Across the nation
- ² Across the state(s) (Please specify state(s): lookup)
- ³ Within county/counties (Please specify county/counties: _____ and state(s): lookup)
- ⁴ Within city/cities (Please specify city/cities: _____ and state(s): lookup)
- ⁵ Other (Please specify: _____)

E3. Students can **enter** your program when they are:
(CHECK ALL THAT APPLY)

- ¹ Pre-college
- ² Freshmen
- ³ Sophomores
- ⁴ Juniors
- ⁵ Seniors
- ⁶ Super seniors
- ⁷ Graduate students

E4. Recipients of your scholarship/sponsorship can attend college:

- ¹ Anywhere globally
- ² Anywhere nationally
- ³ Within specific state(s) (*Please specify state(s): lookup*)
- ⁴ At specific post-secondary institution(s) (*Please specify institution(s): _____*)
- ⁵ Other (*Please specify: _____*)

E5. Your program awards scholarships/sponsorships to students who enroll in the following programs:
(CHECK ALL THAT APPLY)

- ¹ Vocational, certificate or license
- ² Associate degree (2-year)
- ³ Bachelor's degree (4-year)
- ⁴ Graduate or professional school

E6. Your program awards scholarships/sponsorships to students who enroll at post-secondary institutions that are:

- ¹ Public
- ² Private
- ³ Either public or private, it doesn't matter

E7. What special populations does your program **target**?

(CHECK ALL THAT APPLY)

- ¹ Alumni of foster care
- ² Low-income
- ³ Racial/ethnic minorities
- ⁴ First generation college
- ⁵ Student parents
- ⁶ Low academic
- ⁷ Middle academic
- ⁸ High academic
- ⁹ Gifted/talented
- ¹⁰ ESL students
- ¹¹ Special education
- ¹² Females
- ¹³ Males
- ¹⁴ Students entering Science, Technology, Engineering, and Medicine (STEM) disciplines
- ¹⁵ Students entering other specific discipline(s) (*Please specify:*_____)
- ¹⁶ Other (*Please specify:*_____)

E8. Please indicate if your scholarship/sponsorship program **requires** that recipients be from any of the following special populations:

(CHECK ALL THAT APPLY)

- ¹ Alumni of foster care
- ² Low-income
- ³ Racial/ethnic minorities
- ⁴ First generation college
- ⁵ Student parents
- ⁶ Low academic
- ⁷ Middle academic
- ⁸ High academic
- ⁹ Gifted/talented
- ¹⁰ ESL students
- ¹¹ Special education
- ¹² Females
- ¹³ Males
- ¹⁴ Students entering Science, Technology, Engineering, and Medicine (STEM) disciplines
- ¹⁵ Students entering other specific discipline(s) (*Please specify:*_____)
- ¹⁶ Other (*Please specify:*_____)

E9. Please indicate whether each of the following criteria is required in order for applicants to be eligible for your scholarship/sponsorship?

Criterion	Required?		If yes, please specify:
	Yes	No	
High school graduate or GED			
Minimum high school GPA			Minimum GPA:
Intend to enroll full-time			
Complete application for financial aid (FAFSA)			
Essay or writing sample			About:
Letter(s) of recommendation			From:
Referral			From:

E10. Please describe any other scholarship/sponsorship criteria for first-time application:

F. SCHOLARSHIP/SPONSORSHIP RENEWAL

F1. Is the scholarship/sponsorship automatically renewable as long as the student meets the renewal criteria?

¹ Yes

² No → After receiving the scholarship/sponsorship, can recipients apply again to compete with all other applicants?

¹ Yes (GO TO Q.G1)

² No, students can only receive the scholarship/sponsorship one time (GO TO Q.G1)

F2. For how many years in total can students receive the scholarship/sponsorship?

¹ Two

² Three

³ Four

⁴ Five

⁵ Six

⁶ No maximum, as many years as they need

⁷ Other (Please specify: _____)

F3. Please indicate whether each of the following criteria is required for scholarship/sponsorship renewal:

Criterion	Required?		If yes, please specify:
	Yes	No	
Complete renewal application			
Enroll full-time			
Complete application for financial aid (FAFSA)			
Essay or writing sample			About:
Submit grades			
Submit credits			
Maintain a minimum GPA			Minimum GPA:
Make Satisfactory Academic Progress			
Submit registration for next term's classes			

F4. Please describe any other criteria for scholarship/sponsorship renewal:

F5. What is the consequence of not meeting the renewal criteria?

- ¹ Scholarship/sponsorship is revoked
- ² Other (Please specify: _____)

G. NUMBERS SERVED

G1. Acceptance rate:

	Number of eligible applicants (i.e., completed the application and met the eligibility criteria) (Do not include scholarship/sponsorship renewals)	How many of the eligible applicants were accepted ? (i.e., number of new recipients)
2005-06		
2006-07		
2007-08 (if available)		

G2. What is the total number of students (new and returning) served by the program in 2005-06, 2006-07, and 2007-08?

2005-06 _____ 2006-07 _____ 2007-08 *(if available)* _____

H. OPERATING BUDGET

H1. What is the **primary** funding source for your scholarship/sponsorship program?

- ¹ Internal source (e.g., endowment, earnings)
² External source

H2. Which of the following agencies provide in-kind or financial support for your program?
 (CHECK ALL THAT APPLY)

	In-kind	Financial
a. Federal government	<input type="checkbox"/>	<input type="checkbox"/>
b. AmeriCorps	<input type="checkbox"/>	<input type="checkbox"/>
c. ETV/Chafee	<input type="checkbox"/>	<input type="checkbox"/>
d. State government	<input type="checkbox"/>	<input type="checkbox"/>
e. Local government	<input type="checkbox"/>	<input type="checkbox"/>
f. Local school system (<i>specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>
g. Community organization (e.g., churches) (<i>specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>
h. Business/industry (<i>specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>
i. Private foundations	<input type="checkbox"/>	<input type="checkbox"/>
j. Individuals	<input type="checkbox"/>	<input type="checkbox"/>
k. Colleges/universities (<i>specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>
l. Fundraising	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (<i>specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>

H3. Based on your most recently completed fiscal year, please indicate the amount of money spent on scholarships, administration, support services, other, and in total.

Category	Amount spent
Scholarships – the total dollar amount spent on scholarship disbursements.	\$
Administration – the total dollar amount spent on administration of the program including materials, overhead (rent, utilities, building maintenance, etc.), and a portion of the staff salaries based on the percentage of time staff spend administering the program. Administrative activities include all of the regular tasks that are involved in operating a scholarship program, such as publicity, informing eligible youth about the program, reviewing applications, awarding scholarships, reminding students to reapply and/or submit their grades, checking on a student's status in order to update his/her file, warning students in questionable status, completing paperwork and filing information, etc.	\$

Category	Amount spent
<p>Support services – the total dollar amount spent on support provided to recipients including services (e.g., mentoring, tutoring, counseling, providing legal advice, etc.), events, workshops, enrichment, care packages, and any additional funds provided to students for expenses not covered by the scholarship itself (e.g., study abroad, medical coverage, emergency funds, etc.), as well as money that is paid to partner organizations for providing support services to recipients. This category includes a portion of the staff salaries based on the percentage of time staff spend directly supporting the recipients. Staff support includes providing services that are above and beyond the regular administrative services that recipients receive from a scholarship program. They include services that benefit students on an individual and personal level. Staff activities that involve providing advocacy, consultation, encouragement, guidance, or counseling are considered support services, as well as any other staff activities that help address specific personal issues faced by the recipients (e.g., emotional issues, financial crises, etc.). Staff support may also include time spent coordinating support services and helping students access services provided by other sources.</p>	\$
<p>Other – please specify:</p>	\$
<p>Total</p>	\$

I. PROGRAM NEEDS

11. On a scale of 1 to 5, please indicate the extent to which each of the following areas need additional resources or improvement from your perspective.

Program aspect	Not a problem or current need area					High need for additional resources/ improvement	Not applicable
	1	2	3	4	5		
a. Having enough program staff							
b. Training of staff							
c. Staff turnover							
e. Coordination with partnering agencies							
f. Coordination of program sites or locations							
g. Targeting students most in need of scholarships							
i. Retention of students in the scholarship/ sponsorship program							

Program aspect	Not a problem or current need area				High need for additional resources/ improvement	Not applicable
	1	2	3	4	5	
j. Tracking early exiters (students who leave the program before completion)						
k. Support services for students						
l. Program evaluation						
m. Program sustainability						
n. Other (specify: _____)						

J. EVALUATION

J1. Please indicate your program’s evaluation activities:
(CHECK ALL THAT APPLY)

- ¹ Monitor student progress while receiving scholarship/sponsorship
- ² Track college graduation
- ³ Track early exiters
- ³ Conduct program evaluations
- ⁴ Recipient satisfaction surveys
- ⁵ Follow-up study of program completers
- ⁶ Other activity (*Please specify:*_____)
- ⁷ No evaluation activities

Appendix B: Recipient data request

#	Variable name	Description	Assigned value for consistency	Response options or categories
WORKSHEET 1				
Information collected one time for each student:				
1	program	Name of scholarship program	CEJT	Continuing Education and Job Training Program
			CFSP	Casey Family Scholars Program
			CTC	Coaching-to-College Program Scholarship
			RS	Renaissance Scholars
			UFC	United Friends of the Children College Sponsorship Program
			WSGS	Washington State Governors' Scholarship
			YES	Youth Education Scholarship
2	ID	Unique identification number	<i>Numeral</i>	
3	DOB	Date of birth	<i>mm/dd/yyyy</i>	
			-6	Missing data, unknown
4	race	Race/ethnicity	1	Asian
			2	Black
			3	Latino/Hispanic
			4	Native American/Alaskan
			5	Pacific Islander
			6	White
			7	Multicultural
			8	Other
			-6	Missing data, unknown
			-7	Refused, prefer not to answer
5	gender	Gender	F	female
			M	male
			TMF	transgender: male to female
			TFM	transgender: female to male
			T	transgender (unspecified)
			-6	Missing data, unknown
			-7	Refused, prefer not to answer
6	lang	Primary language	1	English
			2	Not English, language unknown
			<i>Other languages - see list on Sheet 2</i>	
			-6	Missing data, unknown
7	OutOfHome	Was student in out-of-home care?	Y	yes
			N	no
			-6	Missing data, unknown

#	Variable name	Description	Assigned value for consistency	Response options or categories
WORKSHEET 1				
Information collected one time for each student:				
8	OutOfHome_type	Type of most recent out-of-home placement	1	Foster family home - relative
			2	Foster family home - nonrelative
			3	Guardian family - relative
			4	Guardian family - nonrelative
			5	Group home or institution
			6	Other
			-6	Missing data, unknown
			-9	Not applicable (OutOfHome=N or -6)
9	HSgradstat	High school graduation status	1	Did not graduate
			2	HS diploma or GED, unknown which
			3	HS diploma
			4	GED
			5	Foreign Secondary Diploma
			-6	Missing data, unknown
10	PSentry	Postsecondary level upon program entry (what student had already completed)	1	Some vocational
			2	Some college
			3	Vocational certificate or license
			4	Associate degree (2-year)
			5	Bachelor's degree (4-year)
			6	Masters
			7	Doctoral or professional (PhD, MD, JD, etc.)
			-6	Missing data, unknown
			-9	Not applicable (no p.s. experience upon entry)
11	cohort	Student's first year in scholarship program	1	2002-03
			2	2003-04
			3	2004-05
			4	2005-06
			5	2006-07
			-6	Missing data, unknown

WORKSHEET 2

Information updated each school year (in case of changes), but for pilot phase we will collect student's last known status only:

#	Variable name	Description	Assigned value for consistency	Response options or categories
(1)	program	Name of scholarship program	CEJT	Continuing Education and Job Training Program
			CFSP	Casey Family Scholars Program
			CTC	Coaching-to-College Program Scholarship
			RS	Renaissance Scholars
			UFC	United Friends of the Children College Sponsorship Program
			WSGS	Washington State Governor's Scholarship
			YES	Youth Education Scholarship
(2)	ID	Unique identification number	<i>Numeral</i>	
12	citizen	Citizenship status	1	U.S. citizen
			2	Not U.S. citizen, status unknown
			3	Lawful permanent resident (green card)
			4	Student visa
			5	Temporary protected status (refugee)
			6	Other
			-6	Missing data, unknown
13	MarStat	Marital status	1	Married
			2	Not married, marital status unknown
			3	Single, never married
			4	Living with a partner in a marriage-like relationship
			5	Separated
			6	Divorced
			7	Widowed
			-6	Missing data, unknown
14	ChildNum	Number of children given birth to or fathered	<i>Numeral</i>	
			-5	Has children, unknown how many
			-6	Missing data, unknown
15	CollegeName	Name of postsecondary institution	<i>name</i>	
			-6	Missing data, unknown
16	CollegeZip	Zip code of postsecondary institution	<i>zip code (5 digit)</i>	
			-6	Missing data, unknown
17	CollegeType	Type of postsecondary institution	1	Vocational college
			2	Community and/or technical college
			3	Four-year college or university
			-6	Missing data, unknown

WORKSHEET 2

Information updated each school year (in case of changes), but for pilot phase we will collect student's last known status only:

#	Variable name	Description	Assigned value for consistency	Response options or categories
18	TermStructure	Is the student attending a college/university that is on a semester or quarter system?	1	semester
			2	quarter
			3	other
			-6	Missing data, unknown
19	DegPursue	Current degree pursued	1	Vocational certificate or license
			2	Associate degree (2-year)
			3	Bachelor's degree (4-year)
			4	Masters
			5	Doctoral or professional (PhD, MD, JD, etc.)
			-6	Missing data, unknown
20	DegPursue_trans	Does the student plan to transfer to a four-year college or university?	Y	yes
			N	no
			-6	Missing data, unknown
			-9	Not applicable (DegPursue=3 or 4 or 5 or -6)
21	transfer	Did the student transfer to a different college or university?	Y	yes
			N	no
			-6	Missing data, unknown
22	transfer_term	Term of transfer to different college or university	1	Fall
			2	Winter
			3	Spring
			4	Summer
			-6	Missing data, unknown
			-9	Not applicable (transfer=N or -6)
23	transfer_year <i>(needed for pilot phase only)</i>	Year student transferred to different college or university	yyyy	
			-6	Missing data, unknown
			-9	Not applicable (transfer=N or -6)
24	major1	Major	see list on Sheet 2	
			-6	Missing data, unknown

#	Variable name	Description	Assigned value for consistency	Response options or categories
25	major2	Second major	<i>see list on Sheet 2</i>	
			-6	Missing data, unknown
			-9	Not applicable (does not have)
26	minor	Minor	<i>see list on Sheet 2</i>	
			-6	Missing data, unknown
			-9	Not applicable (does not have)
27	ExpGradTerm	Expected term of graduation	1	Fall
			2	Winter
			3	Spring
			4	Summer
			-6	Missing data, unknown
28	ExpGradYear	Expected year of graduation	yyyy	
			-6	Missing data, unknown
29	status	Student's status at end of academic year (end of 2006-07 academic year for pilot phase)	1	still enrolled in scholarship program and enrolled in school
			2	graduated
			3	graduated from one program and currently enrolled in another
			4	exited from scholarship program
			5	still enrolled in scholarship program, but not enrolled in school
			-6	Missing data, unknown
30	status_exit	Reasons for early exit (Select all that apply, separating by comma)	1	Did not need scholarship
			2	Did not meet scholarship program requirements
			3	Financial aid issues
			4	Employment
			5	Military
			6	Family issues
			7	Academic issues
			8	Personal crisis
			9	Pregnancy
			10	Other
			-6	Missing data, unknown
			-9	Not applicable (status=1 or 2 or 3 or -6)
31	status_exitenrolled	For students who exited early from scholarship program, is the student still enrolled in postsecondary institution?	Y	yes
			N	no
			-6	Missing data, unknown
			-9	Not applicable (status=1 or 2 or 3 or 5 or -6)

#	Variable name	Description	Assigned value for consistency	Response options or categories
32	status_gradterm1	Term of first graduation	1	Fall
			2	Winter
			3	Spring
			4	Summer
			-6	Missing data, unknown
			-9	Not applicable (status=1 or 4 or 5 or -6)
33	status_gradyear1 (needed for pilot phase only)	Year of first graduation	yyyy	
			-6	Missing data, unknown
			-9	Not applicable (status=1 or 4 or 5 or -6)
34	status_gradterm2	Term of second graduation	1	Fall
			2	Winter
			3	Spring
			4	Summer
			-6	Missing data, unknown
			-9	Not applicable (only one graduation or status=1 or 4 or 5 or -6)
35	status_gradyear2 (needed for pilot phase only)	Year of second graduation	yyyy	
			-6	Missing data, unknown
			-9	Not applicable (only one graduation or status=1 or 4 or 5 or -6)
36	status_deg1	First degree earned	1	Vocational certificate or license
			2	Associate degree (2-year)
			3	Bachelor's degree (4-year)
			4	Masters
			5	Doctoral or professional (PhD, MD, JD, etc.)
			-6	Missing data, unknown
			-9	Not applicable (status=1 or 4 or 5 or -6)
37	status_deg2	Second degree earned	1	Vocational certificate or license
			2	Associate degree (2-year)
			3	Bachelor's degree (4-year)
			4	Masters
			5	Doctoral or professional (PhD, MD, JD, etc.)
			-6	Missing data, unknown
			-9	Not applicable (only one degree or status=1 or 4 or 5 or -6)

WORKSHEET 3

#	Variable name	Description	Assigned value for consistency	Response options or categories
(1)	program	Name of scholarship program	CEJT	Continuing Education and Job Training Program
			CFSP	Casey Family Scholars Program
			CTC	Coaching-to-College Program Scholarship
			RS	Renaissance Scholars
			UFC	United Friends of the Children College Sponsorship Program
			WSGS	Washington State Governor's Scholarship
			YES	Youth Education Scholarship
(2)	ID	Unique identification number	<i>Numeral</i>	
Funding variables, to denote each year of funding (multi-record by year):				
38	FundingYearNum	Year of funding (number)	1	First year of funding
			2	Second year of funding
			3	Third year of funding
			4	Fourth year of funding
			5	Fifth year of funding
			-6	Missing data, unknown
39	FundingYearCal	Academic year of funding	1	2002-03
			2	2003-04
			3	2004-05
			4	2005-06
			5	2006-07
			-6	Missing data, unknown
40	GradeLevel	Student's year in school	1	First year in college
			2	Second year in college
			3	Third year in college
			4	Fourth year in college
			5	Fifth year or more in college (for undergrad)
			6	Graduate student
			-6	Missing data, unknown
41	ScholarSupport	Did the student receive scholarship and/or support services provided by the program?	1	Scholarship and support services
			2	Scholarship only
			3	Support services only
			-6	Missing data, unknown

WORKSHEET 3

#	Variable name	Description	Assigned value for consistency	Response options or categories
Information collected each term (multi-record by term):				
42	term	Term	1	Fall
			2	Winter
			3	Spring
			4	Summer
			-6	Missing data, unknown
43	CourseLoad	Course load	FT	full-time
			PT	part-time
			-6	Missing data, unknown
44	UnitsAtt	Units attempted	<i>Numeral</i>	
			-6	Missing data, unknown
45	UnitsEarn	Units earned	<i>Numeral</i>	
			-6	Missing data, unknown
46	UnitsAttCum	Cumulative units attempted by the end of term	<i>Numeral</i>	
			-6	Missing data, unknown
47	UnitsEarnCum	Cumulative units earned by the end of term	<i>Numeral</i>	
			-6	Missing data, unknown
48	SAP	Student made Satisfactory Academic Progress <i>(as determined by college/univ, will footnote that may differ by inst.)</i>	Y	yes
			N	no
			-6	Missing data, unknown
49	GPA	GPA	0.0 - 4.0	
			-6	Missing data, unknown
50	GPAcum	Cumulative GPA by the end of term	0.0 - 4.0	
			-6	Missing data, unknown
51	emp	Employed	Y	yes
			N	no
			-6	Missing data, unknown
52	emp_hours	Employed full- or part-time	FT	full-time (40+ hours)
			PT	part-time (<40 hours)
			-6	Missing data, unknown
			-9	Not applicable (emp=N or -6)
Information about the scholarship program will be collected in an online survey				
	<i>Program-level survey items</i>	<i>(E.g., eligibility criteria, scholarship amount, support services, program expenditures, level of contact with recipients, renewal criteria, etc.)</i>		

Appendix C: Student characteristics by program

C1. Cohort enrollment by program

Cohort	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cohort 1 (2002-03)	7	12%	84	20%	98	17%	19	15%	18	28%	22	17%	10	15%	258	18%
Cohort 2 (2003-04)	14	24%	73	17%	124	22%	24	19%	12	19%	25	19%	15	22%	287	20%
Cohort 3 (2004-05)	11	19%	76	18%	74	13%	31	24%	12	19%	26	20%	10	15%	240	17%
Cohort 4 (2005-06)	13	22%	111	26%	99	18%	27	21%	10	15%	29	22%	10	15%	299	21%
Cohort 5 (2006-07)	13	22%	84	20%	172	30%	26	21%	13	20%	30	23%	23	34%	361	25%
Total enrollment	58	100%	428	100%	567	100%	127	100%	65	100%	132	100%	68	100%	1,445	100%

C2. Student demographic characteristics by program

Characteristic	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																
Female	48	83%	283	66%	374	66%	76	60%	44	68%	87	66%	44	65%	956	66%
Male	10	17%	145	34%	193	34%	51	40%	21	32%	45	34%	24	35%	489	34%
Race/ethnicity																
Asian/Pacific Islander	6	10%	36	8%	19	3%	4	3%	3	5%	11	8%	3	4%	82	6%
Black	11	19%	117	27%	200	35%	30	24%	27	42%	60	46%	32	47%	477	33%
Latino/Hispanic	10	17%	59	14%	58	10%	10	8%	24	37%	34	26%	3	4%	198	14%
Native American/ Alaskan	-	-	29	7%	12	2%	-	-	2	3%	-	-	7	10%	50	4%
White	9	16%	178	42%	250	44%	65	51%	8	12%	16	12%	13	19%	539	37%
Multicultural	4	7%	1	<1%	20	4%	9	7%	-	-	7	5%	8	12%	49	3%
Other	1	2%	6	1%	-	-	1	1%	1	2%	3	2%	2	3%	14	1%
Unknown	17	29%	2	1%	8	1%	8	6%	-	-	1	1%	-	-	36	2%
Primary language																
English	54	93%	219	51%	92	16%	98	77%	65	100%	97	74%	55	81%	680	47%
Other	3	5%	2	<1%	6	1%	26	20%	-	-	5	4%	13	19%	55	4%
Unknown	1	2%	207	48%	469	83%	3	2%	-	-	30	23%	-	-	710	49%
U.S. citizen																
Yes	1	2%	425	99%	535	94%	89	70%	65	100%	106	80%	58	85%	1,279	89%
No	1	2%	-	-	19	3%	26	21%	-	-	6	5%	10	15%	62	4%
Unknown	56	97%	3	1%	13	2%	12	9%	-	-	20	15%	-	-	104	7%

C2. Student demographic characteristics by program (continued)

Characteristic	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Marital status																
Married	1	2%	16	4%	-	-	16	13%	-	-	2	2%	2	3%	37	3%
Not married	37	64%	197	46%	-	-	58	46%	65	100%	96	73%	44	65%	497	34%
Unknown	20	35%	215	50%	567	100%	53	42%	-	-	34	26%	22	32%	911	63%
Parent status																
Has children	6	10%	80	19%	-	-	13	10%	1	2%	14	11%	8	12%	122	8%
Does not have children	36	62%	257	60%	-	-	-	-	64	99%	50	38%	39	57%	446	31%
Unknown	16	28%	91	21%	567	100%	114	90%	-	-	68	52%	21	31%	877	61%
Age at program entry^a																
17 and under	4	7%	21	5%	30	5%	9	7%	10	15%	22	17%	14	21%	110	8%
18	25	43%	162	38%	191	34%	85	67%	36	55%	89	67%	11	16%	599	42%
19	11	19%	82	19%	110	19%	20	16%	10	15%	11	8%	12	18%	256	18%
20	9	16%	32	8%	75	13%	9	7%	5	8%	1	1%	11	16%	142	10%
21	7	12%	34	8%	64	11%	4	3%	2	3%	1	1%	10	15%	122	8%
22	2	3%	29	7%	34	6%	-	-	1	2%	1	1%	4	6%	71	5%
23	-	-	21	5%	16	3%	-	-	-	-	5	4%	4	6%	46	3%
24	-	-	15	4%	12	2%	-	-	-	-	1	1%	1	2%	29	2%
25 and older	-	-	32	7%	10	2%	-	-	-	-	1	1%	1	2%	44	3%
Unknown	-	-	-	-	25	4%	-	-	1	2%	-	-	-	-	26	2%
Median	18.5		19		19		18		18		18		19		19	

Note: Percentages may not total to 100% due to rounding.

^a Age as of September 1st of the school year the student entered the program.

C3. Type of most recent out-of-home placement by program

Type of placement	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Foster family home, relative	4	7%	1	<1%	-	-	-	-	21	32%	29	22%	6	9%	60	4%
Foster family home, non-relative	16	28%	-	-	-	-	-	-	25	39%	62	47%	56	82%	160	11%
Guardian family, relative	2	3%	-	-	-	-	-	-	10	15%	14	11%	1	2%	27	2%
Guardian family, non-relative	1	2%	-	-	-	-	-	-	1	2%	3	2%	1	2%	6	<1%
Group home or institution	4	7%	-	-	-	-	-	-	5	8%	9	7%	4	6%	22	2%
Other	-	-	-	-	-	-	-	-	1	2%	6	5%	-	-	7	1%
Unknown	31	53%	427	100%	567	100%	127	100%	2	3%	9	7%	-	-	1,163	81%

C4. Education at program entry by program

	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High school graduation status																
Did not graduate, no GED	-	-	-	-	-	-	-	-	-	-	-	-	8	12%	8	1%
Graduated or equivalent	58	100%	428	100%	567	100%	-	-	65	100%	132	100%	60	88%	1,310	91%
<i>High school diploma</i>	52	90%	196	46%	-	-	-	-	65	100%	130	99%	29	43%	472	33%
<i>GED</i>	6	10%	17	4%	-	-	-	-	-	-	1	1%	13	19%	37	3%
<i>Unknown credential</i>	-	-	215	50%	567	100%	-	-	-	-	1	1%	18	27%	801	55%
Unknown status	-	-	-	-	-	-	127	100%	-	-	-	-	-	-	127	9%
Previous post-secondary experience (post-secondary level upon program entry)																
No previous experience	30	52%	1	<1%	245	43%	-	-	51	79%	121	92%	58	85%	506	35%
Some vocational	-	-	-	-	-	-	-	-	1	2%	-	-	-	-	1	<1%
Some college	26	45%	-	-	141	25%	-	-	12	19%	6	5%	9	13%	194	13%
Vocational certificate or license	-	-	-	-	-	-	-	-	-	-	-	-	1	2%	1	<1%
Associate degree (2-year)	-	-	-	-	-	-	-	-	1	2%	5	4%	-	-	6	<1%
Bachelor's degree (4-year)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Masters degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Doctoral or professional degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	2	3%	427	100%	181	32%	127	100%	-	-	-	-	-	-	737	51%

C5. Post-secondary institutions by scholarship program

	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Type of institution																
Vocational college	-	-	34	8%	12	2%	-	-	-	-	2	2%	6	9%	54	4%
Community and/or technical college	32	55%	181	42%	117	21%	53	42%	-	-	10	8%	29	43%	422	29%
Four-year college or university	26	45%	171	40%	432	76%	64	50%	65	100%	117	89%	26	38%	901	62%
Unknown	-	-	42	10%	6	1%	10	8%	-	-	3	2%	7	10%	68	5%
Funding designation																
Public	55	95%	297	69%	372	66%	98	77%	65	100%	101	77%	45	66%	1,033	72%
Private, non-profit	2	3%	31	7%	154	27%	19	15%	-	-	26	20%	7	10%	239	17%
Proprietary	1	2%	30	7%	30	5%	-	-	-	-	2	2%	8	12%	71	5%
Unknown	-	-	70	16%	11	2%	10	8%	-	-	3	2%	8	12%	102	7%
Ethnic designation																
No designation	54	93%	302	71%	505	89%	109	86%	65	100%	90	68%	56	82%	1,181	82%
Black (HBCU) ^a	1	2%	8	2%	30	5%	-	-	-	-	2	2%	4	6%	45	3%
Hispanic	3	5%	42	10%	21	4%	7	6%	-	-	37	28%	-	-	110	8%
Native American (Tribal)	-	-	6	1%	-	-	1	1%	-	-	-	-	-	-	7	1%
Unknown	-	-	70	16%	11	2%	10	8%	-	-	3	2%	8	12%	102	7%

^a Historically Black Colleges and Universities

C6. Post-secondary programs by scholarship program

	Program A		Program B		Program C		Program D		Program E		Program F		Program G		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Degree pursued																
Vocational certificate or license	1	2%	54	13%	40	7%	-	-	-	-	1	1%	10	15%	106	7%
Associate degree (2-year)	30	52%	158	37%	1	<1%	8	6%	-	-	1	1%	32	47%	230	16%
Bachelor's degree (4-year)	26	45%	175	41%	518	91%	45	35%	65	100%	130	99%	16	24%	975	68%
Masters degree	-	-	11	3%	-	-	-	-	-	-	-	-	2	3%	13	1%
Doctoral or professional degree	-	-	2	1%	-	-	-	-	-	-	-	-	-	-	2	<1%
Unknown	1	2%	28	7%	8	1%	74	58%	-	-	-	-	8	12%	119	8%
Did the student transfer to a different institution at any point?																
Yes	18	31%	-	-	-	-	-	-	2	3%	31	24%	6	9%	57	4%
No	37	64%	-	-	-	-	-	-	63	97%	100	76%	23	34%	223	15%
Unknown	3	5%	428	100%	567	100%	127	100%	-	-	1	1%	39	57%	1,165	81%
Major^a																
Arts	7	12%	22	5%	31	5%	-	-	5	8%	9	7%	3	4%	77	5%
Biological Sciences	5	9%	8	2%	33	6%	-	-	2	3%	7	5%	-	-	55	4%
Business	4	7%	42	10%	75	13%	2	2%	8	12%	15	11%	9	13%	155	11%
Communications	1	2%	11	3%	33	6%	2	2%	-	-	8	6%	1	1%	56	4%
Computer Sciences	-	-	15	4%	20	4%	-	-	3	5%	3	2%	3	4%	44	3%
Education	4	7%	58	14%	45	8%	3	2%	3	5%	4	3%	2	3%	119	8%
Engineering	-	-	7	2%	13	2%	-	-	5	8%	4	3%	2	3%	31	2%
Medicine & Allied Health Care	10	17%	68	16%	84	15%	5	4%	2	3%	13	10%	2	3%	184	13%
Public Affairs & Law	9	16%	29	7%	45	8%	1	1%	2	3%	23	17%	3	4%	112	8%
Social Sciences	10	17%	46	11%	62	11%	16	13%	17	26%	34	26%	10	15%	195	13%
Service Programs	2	3%	28	7%	19	3%	-	-	-	-	1	1%	7	10%	57	4%
Other	5	9%	52	12%	59	10%	14	11%	18	28%	14	11%	1	1%	163	11%
Unknown	1	2%	48	11%	48	8%	84	66%	-	-	4	3%	27	40%	212	15%

^a The percentages may total to more than 100% because students could have more than one major.

Appendix D: Factors

Student characteristics

D1. Factor: Gender

Outcomes	Gender		Significant difference ^a
	Female	Male	
Cumulative GPA at end of first year (mean)	2.6 (Total N=154)	2.5 (Total N=66)	no
Final cumulative GPA (mean) ^b	2.7 (Total N=82)	2.5 (Total N=36)	no
Change in GPA from end of first year to final (mean) ^c	-0.05 (Total N=82)	-0.06 (Total N=35)	no
Percentage of units earned out of attempted (mean)	85% (Total N=162)	81% (Total N=73)	no
Always made satisfactory academic progress (%)	51% (Total N=143)	51% (Total N=65)	no
Current education status: Still enrolled (%)	56% (Total N=956)	52% (Total N=489)	no
Current education status: Graduated (%)	14% (Total N=956)	12% (Total N=489)	no
Current education status: Still enrolled or graduated (%) ^d	70% (Total N=956)	65% (Total N=489)	yes*
Current education status: Exited before completing (%)	5% (Total N=956)	8% (Total N=489)	yes*
Current education status: Unknown (%)	26% (Total N=956)	28% (Total N=489)	no

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes**” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes***” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D2. Factor: Primary language

Outcomes	Is English the student's primary language?		Significant difference ^a
	Yes	No	
Current education status: Still enrolled (%)	52% (Total N=680)	62% (Total N=55)	no
Current education status: Graduated (%)	13% (Total N=680)	15% (Total N=55)	no
Current education status: Still enrolled or graduated (%) ^b	65% (Total N=680)	76% (Total N=55)	no
Current education status: Exited before completing (%)	6% (Total N=680)	6% (Total N=55)	no
Current education status: Unknown (%)	29% (Total N=680)	18% (Total N=55)	no

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and "no" means that the finding was not statistically significant.

^b Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D3. Factor: Race/ethnicity

Outcomes	Race/ethnicity						Sig. diff. ^a
	Asian/ Pacific Islander (A)	Black (B)	Latino/ Hispanic (L)	Native American/ Alaskan (N)	White (W)	Other (O)	
Cumulative GPA at end of first year (mean)	2.8 (Total N=20)	2.5 (Total N=90)	2.5 (Total N=57)	n/a ^d	2.6 (Total N=28)	2.6 (Total N=15)	no
Final cumulative GPA (mean) ^b	2.7 (Total N=12)	2.6 (Total N=47)	2.7 (Total N=30)	n/a ^d	2.5 (Total N=16)	3.0 (Total N=7)	no
Change in GPA from end of first year to final (mean) ^c	-0.13 (Total N=12)	-0.02 (Total N=47)	-0.06 (Total N=30)	n/a ^d	-0.15 (Total N=15)	+0.16 (Total N=7)	no
Percentage of units earned out of attempted (mean)	90% (Total N=20)	84% (Total N=96)	84% (Total N=62)	n/a ^d	80% (Total N=31)	87% (Total N=16)	no
Always made satisfactory academic progress (%)	53% (Total N=17)	52% (Total N=91)	43% (Total N=56)	n/a ^d	52% (Total N=27)	62% (Total N=13)	no
Current education status: Still enrolled (%)	49% ^O (Total N=82)	60% ^{L,N,W} (Tot N=477)	51% ^{B,O} (Tot N=198)	38% ^{B,W,O} (Total N=50)	53% ^{B,N,O} (Tot N=539)	71% ^{A,L,O,W} (Total N=63)	yes**
Current education status: Graduated (%)	15% (Total N=82)	12% (Tot N=477)	13% (Tot N=198)	10% (Total N=50)	15% (Tot N=539)	13% (Total N=63)	no
Current education status: Still enrolled or graduated (%) ^e	63% ^O (Total N=82)	72% ^{L,N,O} (Tot N=477)	64% ^{B,N,O} (Tot N=198)	48% ^{B,L,W,O} (Total N=50)	68% ^{N,O} (Tot N=539)	84% ^{A,B,L,N,W} (Total N=63)	yes***

Note. Superscript capital letters denote statistically significant differences at the $p < 0.05$ level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs.

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes**” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d There were not enough Native American/Alaskan students with available data to report separately, so they are grouped with students of Other races for this analysis.

^e Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D3. Factor: Race/ethnicity (continued)

Outcomes	Race/ethnicity						Sig. diff. ^a
	Asian/ Pacific Islander (A)	Black (B)	Latino/ Hispanic (L)	Native American/ Alaskan (N)	White (W)	Other (O)	
Current education status: Exited before completing (%)	4% (Total N=82)	6% (Tot N=477)	8% (Tot N=198)	2% (Total N=50)	5% (Tot N=539)	6% (Total N=63)	no
Current education status: Unknown (%)	33% ^{B,O} (Total N=82)	22% ^{A,N,O} (Tot N=477)	29% ^{N,O} (Tot N=198)	50% ^{B,L,W,O} (Total N=50)	27% ^{N,O} (Tot N=539)	10% ^{A,B,L,N,W} (Total N=63)	yes***

Note. Superscript capital letters denote statistically significant differences at the $p < 0.05$ level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs.

- ^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.
- ^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.
- ^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.
- ^d There were not enough Native American/Alaskan students with available data to report separately, so they are grouped with students of Other races for this analysis.
- ^e Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

Post-secondary experience

D4. Factor: Cohort

Outcomes	Cohort 1 2002-03	Cohort 2 2003-04	Cohort 3 2004-05	Cohort 4 2005-06	Cohort 5 2006-07	Sig. diff. ^a
Cumulative GPA at end of first year (mean)	2.6 (Tot N=41)	2.7 (Tot N=48)	2.5 (Tot N=46)	2.5 (Tot N=42)	2.5 (Tot N=43)	no
Final cumulative GPA (mean) ^b	2.7 (Tot N=30)	2.8 (Tot N=31)	2.7 (Tot N=28)	2.4 (Tot N=29)	n/a	no
Change in GPA from end of first year to final (mean) ^c	-0.02 (Tot N=29)	-0.10 (Tot N=31)	-0.01 (Tot N=28)	-0.08 (Tot N=29)	n/a	no
Percentage of units earned out of attempted (mean)	84% (Tot N=46)	82% (Tot N=49)	84% (Tot N=46)	85% (Tot N=46)	85% (Tot N=48)	no
Always made satisfactory academic progress (%)	51% (Tot N=41)	46% (Tot N=41)	50% (Tot N=42)	48% (Tot N=42)	60% (Tot N=42)	no
Current education status: Still enrolled (%)	23% ^{2,3,4,5} (Tot N=258)	46% ^{1,3,4,5} (Tot N=287)	58% ^{1,2,5} (Tot N=240)	66% ^{1,2,5} (Tot N=299)	74% ^{1,2,3,4} (Tot N=361)	yes***
Current education status: Graduated (%)	28% ^{3,4,5} (Tot N=258)	24% ^{3,4,5} (Tot N=287)	11% ^{1,2,4,5} (Tot N=240)	4% ^{1,2,3} (Tot N=299)	3% ^{1,2,3} (Tot N=361)	yes***
Current education status: Still enrolled or graduated (%) ^d	51% ^{2,3,4,5} (Tot N=258)	70% ^{1,5} (Tot N=287)	69% ^{1,5} (Tot N=240)	70% ^{1,5} (Tot N=299)	77% ^{1,2,3,4} (Tot N=361)	yes***
Current education status: Exited before completing (%)	9% ^{2,3,4} (Tot N=258)	4% ^{1,5} (Tot N=287)	3% ^{1,5} (Tot N=240)	3% ^{1,5} (Tot N=299)	8% ^{2,3,4} (Tot N=361)	yes***
Current education status: Unknown (%)	40% ^{2,3,4,5} (Tot N=258)	27% ^{1,5} (Tot N=287)	28% ^{1,5} (Tot N=240)	28% ^{1,5} (Tot N=299)	14% ^{1,2,3,4} (Tot N=361)	yes***

Note. Superscript numbers denote statistically significant differences at the $p < 0.05$ level (i.e., there is less than a 5% probability that the difference occurred by chance). The number indicates with which cohort the result differs.

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D5. Factor: Prior post-secondary experience

Outcomes	Did the student have post-secondary experience prior to joining the scholarship program?		Significant difference ^a
	Yes	No	
Cumulative GPA at end of first year (mean)	2.7 (Total N=41)	2.5 (Total N=177)	yes*
Final cumulative GPA (mean) ^b	2.7 (Total N=27)	2.6 (Total N=89)	no
Change in GPA from end of first year to final (mean) ^c	-0.04 (Total N=27)	-0.05 (Total N=88)	no
Percentage of units earned out of attempted (mean)	85% (Total N=45)	84% (Total N=188)	no
Always made satisfactory academic progress (%)	59% (Total N=34)	49% (Total N=173)	no
Current education status: Still enrolled (%)	45% (Total N=202)	68% (Total N=506)	yes***
Current education status: Graduated (%)	41% (Total N=202)	15% (Total N=506)	yes***
Current education status: Still enrolled or graduated (%) ^d	85% (Total N=202)	82% (Total N=506)	no
Current education status: Exited before completing (%)	4% (Total N=202)	9% (Total N=506)	yes*
Current education status: Unknown (%)	11% (Total N=202)	9% (Total N=506)	no

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D6. Factor: Degree pursued

Outcomes	Degree pursued			Significant difference ^a
	Vocational certificate or license (V)	Associate degree (A)	Bachelor's degree (B)	
Cumulative GPA at end of first year (mean)	n/a	2.8 (Total N=20)	2.5 (Total N=199)	no
Final cumulative GPA (mean) ^b	n/a	2.7 (Total N=7)	2.6 (Total N=111)	no
Change in GPA from end of first year to final (mean) ^c	n/a	0.0 (Total N=7)	-0.06 (Total N=110)	no
Percentage of units earned out of attempted (mean)	n/a	91% (Total N=20)	83% (Total N=213)	no
Always made satisfactory academic progress (%)	n/a	n/a	51% (Total N=202)	n/a
Current education status: Still enrolled (%)	38% ^B (Total N=106)	40% ^B (Total N=230)	60% ^{V,A} (Total N=975)	yes***
Current education status: Graduated (%)	16% ^A (Total N=106)	4% ^{B,V} (Total N=230)	16% ^A (Total N=975)	yes***
Current education status: Still enrolled or graduated (%) ^d	54% ^B (Total N=106)	44% ^B (Total N=230)	76% ^{A,V} (Total N=975)	yes***
Current education status: Exited before completing (%)	5% ^A (Total N=106)	<1% ^{B,V} (Total N=230)	8% ^A (Total N=975)	yes***
Current education status: Unknown (%)	42% ^{A,B} (Total N=106)	56% ^{B,V} (Total N=230)	16% ^{A,V} (Total N=975)	yes***

Note. Superscript capital letters denote statistically significant differences at the $p < 0.05$ level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which degree group the result differs.

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D7. Factor: Course load

Outcomes	Was student ever enrolled part-time?		Significant difference ^a
	Yes	No	
Cumulative GPA at end of first year (mean)	2.7 (Total N=93)	2.5 (Total N=127)	yes*
Final cumulative GPA (mean) ^b	2.7 (Total N=56)	2.6 (Total N=62)	no
Change in GPA from end of first year to final (mean) ^c	-0.03 (Total N=55)	-0.07 (Total N=62)	no
Percentage of units earned out of attempted (mean)	83% (Total N=101)	85% (Total N=134)	no
Always made satisfactory academic progress (%)	58% (Total N=81)	47% (Total N=127)	no
Current education status: Still enrolled (%)	64% (Total N=106)	66% (Total N=194)	no
Current education status: Graduated (%)	19% (Total N=106)	16% (Total N=194)	no
Current education status: Still enrolled or graduated (%) ^d	83% (Total N=106)	81% (Total N=194)	no
Current education status: Exited before completing (%)	11% (Total N=106)	9% (Total N=194)	no
Current education status: Unknown (%)	6% (Total N=106)	10% (Total N=194)	no

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D8. Factor: Summer units

Outcomes	Did the student ever earn units in a summer term?		Significant difference ^a
	Yes	No	
Cumulative GPA at end of first year (mean)	2.6 (Total N=88)	2.6 (Total N=132)	no
Final cumulative GPA (mean) ^b	2.5 (Total N=64)	2.8 (Total N=54)	yes*
Change in GPA from end of first year to final (mean) ^c	-0.14 (Total N=64)	+0.05 (Total N=53)	yes*
Percentage of units earned out of attempted (mean)	88% (Total N=91)	81% (Total N=144)	yes*
Always made satisfactory academic progress (%)	40% (Total N=85)	59% (Total N=123)	yes**
Current education status: Still enrolled (%)	52% (Total N=91)	67% (Total N=280)	yes**
Current education status: Graduated (%)	29% (Total N=91)	13% (Total N=280)	yes***
Current education status: Still enrolled or graduated (%) ^d	80% (Total N=91)	80% (Total N=280)	no
Current education status: Exited before completing (%)	14% (Total N=91)	6% (Total N=280)	yes**
Current education status: Unknown (%)	6% (Total N=91)	14% (Total N=280)	yes*

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D9. Factor: Transfer

Outcomes	Did the student transfer at any point to another college?		Significant difference ^a
	Yes	No	
Cumulative GPA at end of first year (mean)	2.6 (Total N=42)	2.6 (Total N=178)	no
Final cumulative GPA (mean) ^b	2.7 (Total N=25)	2.6 (Total N=93)	no
Change in GPA from end of first year to final (mean) ^c	-0.10 (Total N=24)	-0.04 (Total N=93)	no
Percentage of units earned out of attempted (mean)	81% (Total N=48)	85% (Total N=186)	no
Always made satisfactory academic progress (%)	54% (Total N=41)	51% (Total N=165)	no
Current education status: Still enrolled (%)	60% (Total N=57)	60% (Total N=223)	no
Current education status: Graduated (%)	18% (Total N=57)	21% (Total N=223)	no
Current education status: Still enrolled or graduated (%) ^d	77% (Total N=57)	80% (Total N=223)	no
Current education status: Exited before completing (%)	16% (Total N=57)	9% (Total N=223)	no
Current education status: Unknown (%)	7% (Total N=57)	10% (Total N=223)	no

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D10. Factor: Funding designation of college

Outcomes	Funding designation			Significant difference ^a
	Public (A)	Private, nonprofit (B)	Proprietary (C)	
Cumulative GPA at end of first year (mean)	2.5 (Total N=191)	2.9 (Total N=24)	n/a	yes*
Final cumulative GPA (mean) ^b	2.6 (Total N=103)	2.9 (Total N=15)	n/a	yes*
Change in GPA from end of first year to final (mean) ^c	-0.06 (Total N=102)	-0.01 (Total N=15)	n/a	no
Percentage of units earned out of attempted (mean)	84% (Total N=202)	92% (Total N=28)	n/a	yes**
Always made satisfactory academic progress (%)	47% (Total N=178)	78% (Total N=27)	n/a	yes**
Current education status: Still enrolled (%)	56% ^{B,C} (Tot N=1,033)	68% ^{A,C} (Total N=239)	39% ^{A,B} (Total N=71)	yes***
Current education status: Graduated (%)	13% (Tot N=1,033)	16% (Total N=239)	20% (Total N=71)	no
Current education status: Still enrolled or graduated (%) ^d	69% ^B (Tot N=1,033)	83% ^{A,C} (Total N=239)	59% ^B (Total N=71)	yes***
Current education status: Exited before completing (%)	6% (Tot N=1033)	6% (Total N=239)	4% (Total N=71)	no
Current education status: Unknown (%)	26% ^{B,C} (Tot N=1033)	11% ^{A,C} (Total N=239)	37% ^{A,B} (Total N=71)	yes***

Note. Superscript capital letters denote statistically significant differences at the $p < 0.05$ level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which funding designation the result differs.

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes**” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes***” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D11. Factor: Ethnic designation of college

Outcomes	Did the student attend an ethnically designated college?		Significant difference ^b
	Yes ^a	No	
Cumulative GPA at end of first year (mean)	2.5 (Total N=26)	2.5 (Total N=122)	no
Final cumulative GPA (mean) ^c	2.8 (Total N=10)	2.6 (Total N=67)	no
Change in GPA from end of first year to final (mean) ^d	+0.17 (Total N=10)	-0.06 (Total N=67)	no
Percentage of units earned out of attempted (mean)	74% (Total N=28)	86% (Total N=131)	yes*
Always made satisfactory academic progress (%)	64% (Total N=28)	44% (Total N=120)	no
Current education status: Still enrolled (%)	50% (Total N=115)	59% (Total N=567)	no
Current education status: Graduated (%)	10% (Total N=115)	13% (Total N=567)	no
Current education status: Still enrolled or graduated (%) ^e	61% (Total N=115)	72% (Total N=567)	yes*
Current education status: Exited before completing (%)	10% (Total N=115)	6% (Total N=567)	yes*
Current education status: Unknown (%)	29% (Total N=115)	23% (Total N=567)	no

Note. This analysis includes Black students, Latino/Hispanic students, and Native American/Alaskan students only.

^a Ethnically designated colleges include Historically Black Colleges and Universities, Hispanic universities, and tribal colleges.

^b The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes**” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes***” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^c Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^d Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^e Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

Scholarship programs and components

D12. Factor: Scholarship program

Outcomes	Scholarship program							Sig. diff. ^a
	A	B	C	D	E	F	G	
Cumulative GPA at end of first year (mean)	3.0 ^{E,F} (Tot N=44)	n/a	n/a	n/a	2.3 ^{A,F} (Tot N=65)	2.6 ^{A,E} (Tot N=111)	n/a	yes***
Final cumulative GPA (mean) ^b	2.9 ^E (Tot N=21)	n/a	n/a	n/a	2.3 ^{A,F} (Tot N=36)	2.8 ^E (Tot N=61)	n/a	yes***
Change in GPA from end of first year to final (mean) ^c	-0.18 (Tot N=21)	n/a	n/a	n/a	-0.17 (Tot N=36)	+0.06 (Tot N=60)	n/a	no
Percentage of units earned out of attempted (mean)	92% ^F (Tot N=45)	n/a	n/a	n/a	84% (Tot N=65)	81% ^A (Tot N=125)	n/a	yes*
Always made satisfactory academic progress (%)	84% ^E (Tot N=19)	n/a	n/a	n/a	20% ^{A,F} (Tot N=65)	62% ^E (Tot N=124)	n/a	yes***
Current education status: Still enrolled (%)	59% ^{B,G} (Tot N=58)	31% ^{A,C,D,F,G} (Tot N=428)	66% ^{B,G,E} (Tot N=567)	71% ^{B,E} (Tot N=127)	42% ^{C,D,F,G} (Tot N=65)	64% ^{B,E,G} (Tot N=132)	78% ^{A,B,C,E,F} (Tot N=68)	yes***
Current education status: Graduated (%)	9% ^{B,C,E,F} (Tot N=58)	2% ^{A,C,D,E,F,G} (Tot N=428)	19% ^{A,B,D} (Tot N=567)	9% ^{B,C,E,F} (Tot N=127)	25% ^{A,B,D} (Tot N=65)	22% ^{A,B,D} (Tot N=132)	13% ^B (Tot N=68)	yes***
Current education status: Still enrolled or graduated (%) ^d	67% ^{B,C,F,G} (Tot N=58)	33% ^{A,C,D,E,F,G} (Tot N=428)	86% ^{A,B,E} (Tot N=567)	80% ^{B,E,G} (Tot N=127)	66% ^{B,C,D,F,G} (Tot N=65)	86% ^{A,B,E} (Tot N=132)	91% ^{A,B,D,E} (Tot N=68)	yes***
Current education status: Exited before completing (%)	0% (Tot N=58)	0% (Tot N=428)	9% ^{E,G} (Tot N=567)	0% (Tot N=127)	20% ^{C,G} (Tot N=65)	13% ^G (Tot N=132)	2% ^{C,E,F} (Tot N=68)	yes***
Current education status: Unknown (%)	33% ^{B,C,E,F,G} (Tot N=58)	67% ^{A,C,D,E,F,G} (Tot N=428)	6% ^{A,B,D,E,F} (Tot N=567)	20% ^{B,C,F,G} (Tot N=127)	14% ^{A,B,C,D,FF} (Tot N=65)	2% ^{A,B,C,E,G} (Tot N=132)	7% ^{A,B,D,F} (Tot N=68)	yes***

Note. Superscript capital letters denote statistically significant differences at the $p < 0.05$ level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which scholarship program the result differs.

^a The difference between groups is considered to be significant if it exceeds the variation expected by chance: “yes*” means there is less than a 5% probability that the finding resulted by chance (i.e., $p < 0.05$), “yes***” means there is less than a 1% probability that the finding resulted by chance (i.e., $p < 0.01$), “yes****” means there is less than a 0.1% probability that the finding resulted by chance (i.e., $p < 0.001$), and “no” means that the finding was not statistically significant.

^b Includes only students who were enrolled more than one year and had GPA data available for the last year they were funded by the scholarship program.

^c Includes only students who were enrolled more than one year and had GPA data available for the first and last years they were funded by the scholarship program.

^d Since drops in enrollment are due in part to students graduating, the two categories are combined to provide an overall indication of students who were either still enrolled or had graduated.

D13. Last known status by program

Status	Program A		Program B		Program C		Program D		Program E		Program F		Program G	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enrolled in school	34	59%	131	31%	375	66%	90	71%	27	42%	84	64%	53	78%
Still enrolled in scholarship program and enrolled in school	27	47%	131	31%	371	65%	90	71%	20	31%	84	64%	53	78%
Exited from scholarship program, but still enrolled in school	7	12%	-	-	4	1%	-	-	7	11%	-	-	-	-
Graduated	5	9%	9	2%	110	19%	12	9%	16	25%	29	22%	9	13%
Graduated	3	5%	9	2%	110	19%	11	9%	14	22%	28	22%	3	4%
Graduated from one program and currently enrolled in another	2	3%	-	-	-	-	1	1%	-	-	1	1%	6	9%
Exited from scholarship program, but continued on to graduate	-	-	-	-	-	-	-	-	2	3%	-	-	-	-
Early exit from school	-	-	-	-	49	9%	-	-	13	20%	17	13%	1	2%
Exited from scholarship program, not enrolled in school	-	-	-	-	48	9%	-	-	13	20%	-	-	-	-
Still enrolled in scholarship program, but not enrolled in school	-	-	-	-	1	<1%	-	-	-	-	17	13%	1	2%
Unknown	19	33%	288	67%	33	6%	25	20%	9	14%	2	2%	5	7%
Exited from scholarship program, unknown if enrolled in school	18	31%	285	67%	32	6%	15	12%	9	14%	-	-	1	2%
Unknown status	1	2%	3	1%	1	<1%	10	8%	-	-	2	2%	4	6%