W.E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH

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YEAR THREE REPORT

Evaluating the Kansas City Scholars College Scholarship Program

Addressed to:

EWING MARION KAUFFMAN FOUNDATION

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1. INTRODUCTION

The Kansas City Scholars Program (KC Scholars, or KCS) officially launched in September 2016 with the intent of engaging broad community representation to increase the postsecondary attainment rate in the Kansas City region. The Ewing Marion Kauffman Foundation's initial investment in the three-pronged scholarship program recognized that the region's jobs will increasingly require some postsecondary credential. The scholarship's design entails a strategy to improve access to higher education, not only to reach the attainment goal but to reduce opportunity gaps across age, income, and ethnicity.

The KC Scholars program design targets low- and modest-income students in public, charter, or private high schools or are home-schooled, as well as low- to moderate-income adults with some college and no degree. Two scholarship opportunities and a college savings plan are offered each year:

Traditional: 250 awards are targeted for currently enrolled 11th graders. Awardees will receive up to $10,000 per year, paid directly to the college, renewable for up to five years.

Adult learner: 200 awards are targeted for adults age 24 and older who have previously earned at least 12 college credits. Awardees will receive up to $5,000 per year, paid directly to the college, renewable for up to five years.

College savings account (CSA): 500 one-time awards are targeted for 9th graders, who will receive $50 in a 529 College Savings Account. Among these, 50 are targeted to receive a four-to-one match, not to exceed $5,000, with the potential for an additional $2,000 for students who achieve college-ready milestones during high school.

Design changes have evolved since the inaugural 2017 cohort of awardees. The programmatic changes include the following:

- In December 2018, University of Missouri and KC Scholars announced opportunities for an additional 800 students over the next eight years. These awardees will receive $10,000 scholarships that can be renewed for up to five years.
- In November 2018, a $20 million investment towards awardees attending University of Missouri, Kansas City was announced.
- In 2019, eligibility for adult learners was expanded to include adult associate degree earners who want to complete a bachelor's degree.
- In Fall 2019, the **Adult Early Award** application was announced, which altered the application period from January through March to the previous October through November. Early applicants will be awarded in December, giving awardees more time to get ready for college enrollment the following Fall. Whether notification of award is received in December or the traditional May timing, the KC Scholars' scholarship support will start in Fall.

In addition, the program offers support during high school, in the community, and through higher-education partners to facilitate successful enrollment and promote completion. As of fall 2019, the program has gone through three application-and-award cycles.

The Upjohn Institute is serving as an outside evaluator of the KC Scholars program. In that role, Institute staff members are conducting both formative (qualitative) and impact (quantitative)

analyses. The former relies on two site visits each year, in which interviews or focus groups are conducted with all the scholarships' stakeholder groups. The impact analysis will examine the educational and labor-market outcomes of scholarship awardees.

This document is the third annual report for the Upjohn evaluation. The next chapter provides summary information about a site visit that was conducted and a set of online surveys that were conducted during the third program year.

The following three chapters analyze the submission pool and awardees for 1) the traditional scholarship, 2) the adult learner scholarship, and 3) the CSA components, respectively. The final chapter provides a summary of the major findings and our conclusions for KC Scholars to consider. The report concludes with a data appendix that provides detailed information about each component for all three cohorts of applicants.

2. IN THEIR OWN WORDS

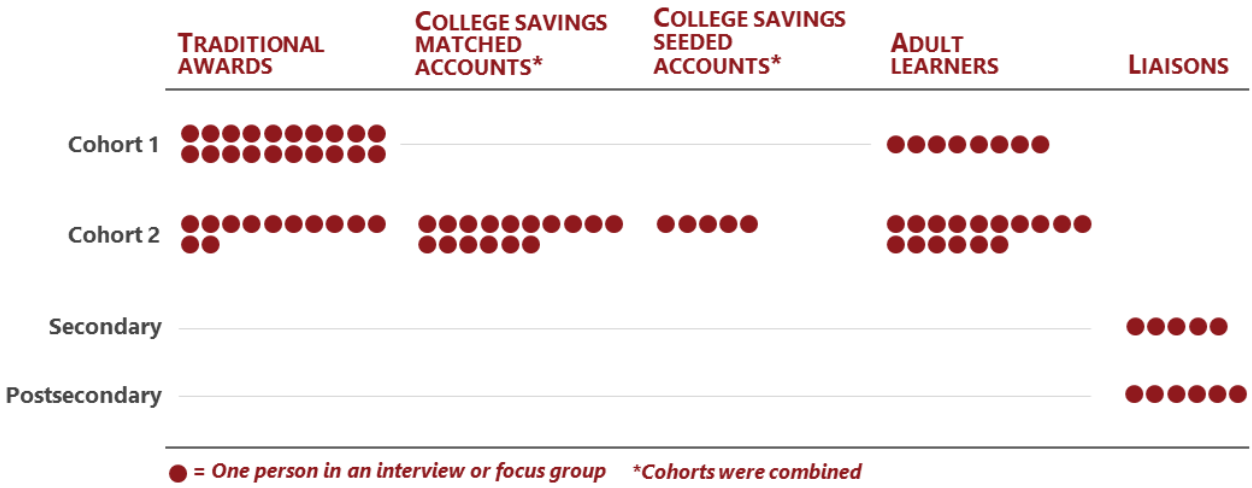
Introduction

Our first two year-end project reports included a chapter describing qualitative evidence collected during semi-annual site visits. The evidence came from stakeholder interviews and focus groups. In the third year of the project, we conducted a site visit in Fall 2018, but then changed our methodological approach in Spring 2019. Instead of a site visit that gained in depth information from a small sample of respondents, we conducted an online survey designed to collect systematic information from a wide sample of scholarship awardees. In fact, the survey population was all students from the 2017 and 2018 cohorts, including adult learners, with a scholarship offer. This chapter summarizes findings from the Fall 2018 site visit and from the spring survey responses.

SITE VISIT FINDINGS

Upjohn Institute staff visited Kansas City in October 2018 to conduct focus groups and interviews. We conducted student focus groups and staff interviews with four high schools across four counties: Wyandotte, Clay, Jackson, and Platte. We also interviewed three higher education partners as well as traditional scholars beginning their first year at four different colleges and universities. Figure 2.1 enumerates the stakeholders who were interviewed or who participated in focus groups.

Figure 2.1
Site visit included many focus group and interview participants.



TRADITIONAL SCHOLARSHIPS

Students were keenly appreciative of their KCS scholarships; however, several students cited an interest in further connection with other KC Scholars for peer-to-peer support.

Cohort 1 Highlights

- Students expressed interest in a greater connection with fellow KC Scholars. They thought this connection could have been strengthened while they were still in high school, but especially once they were enrolled in higher education. They seek a sense of community both with their fellow traditional scholars, but also with adult learners attending the same institution.
- Many respondents indicated that they miss the KC Scholars advising and support that they had in high school. They recognized the availability of academic and institutional supports at the colleges they were attending but thought that the KC Scholars navigation support (transfer from two-year to four-year, course enrollment related to classes) would be helpful.[1]
- Most students were loan averse and were working hard to avoid taking out loans. A few students still needed to take out small loans to fill unmet gaps in costs.

Cohort 2 Highlights

- The award notification process seemed smooth at three of the four high schools visited. Students at the remaining school spoke of confusion—and resulting stress. Some awardees reported receiving notice of their award electronically prior to other awardees.
- Several students planned to "trade up" from two-year to four-year schools because of their award. Many appeared knowledgeable about college costs and were applying for other scholarships to fill remaining gaps.
- These students also were quite averse to taking out student loans.

ADULT LEARNER SCHOLARSHIPS

As nontraditional students, adult learners sought to balance competing work, family, and schooling demands through scheduling evening classes, part-time attendance, or online programs.

Cohort 1 Highlights

- Balancing work, family, and schooling has been a challenge for most adult awardees, with all wishing for greater support in these areas.

[1] Note that the students were in the initial weeks of their first college attendance. As noted in our discussion of survey response below, these students took advantage of their institutional supports many times during the year.

- Adult learners sought to balance competing demands through course scheduling: some students chose only evening classes, some dropped classes and attended part time, and a few chose online programs to accommodate their schedules.
- Adult learners would like more advising and support contact. Institutional supports available at their colleges did not always mesh with the schedules of nontraditional learners (night-time and online classes).
- Employers seemed accommodating: A couple of respondents mentioned that their employers were willing to adjust work schedules to fit their course taking.
- Most respondents agreed that the scholarship fully covered their college costs.

Cohort 2 Highlights

- Most learners were enrolled at community colleges. Some planned to earn an associate degree, and others aimed to complete prerequisites and transfer to a four-year program.
- About half were attending classes part time and half were full time.
- As with Cohort 1, these learners also wished more support for nontraditional students at their colleges.
- Everyone was willing to assist in efforts to market the scholarship. Most had already done so through word of mouth.

COLLEGE SAVINGS ACCOUNTS

Both matched and seeded account awardees learned of the application through parents, friends, siblings, or school counselors, with parents providing the strongest motivation to complete the application. Although students reported the application was generally easy, some had difficulties with the essay, with nearly all receiving help from family or friends.

Seeded Accounts

- Students were confused about these accounts. Until they attended the orientation, most were unaware that their award contained no match or incentives.
- One student withdrew from the program after his family determined the level of effort was not worth the value of the award.
- Students were unaware of both the account contributions process and investments.

Matched Accounts

- Students from the first cohort, juniors at the time of interview, had limited knowledge about their accounts. While some understood how to contribute and the nature of the investment, others knew little.
- All first cohort students were looking forward to applying for the traditional scholarship but expressed concern that their CSA award would hurt their chances.
- Students from the second cohort, sophomores at interview time, unsurprisingly knew even less about their awards than the earlier cohort.

PARTNER INSTITUTION LIAISONS: HIGH SCHOOLS

Liaisons reported that awareness of the traditional scholarship has grown among school staff, parents, and students, but marketing the college savings account has been difficult.

- Liaisons placed greater emphasis in their outreach and assistance to students with traditional scholarships than those with college savings accounts. This was due to both the complexity of marketing the latter and their beliefs that the expected award was not as valuable.
- Liaisons appreciated the informational visits from KC Scholars staff in the program's first year and the marketing materials provided to them.
- Awareness of the scholarship has grown among school staff, parents, and students. Liaisons hoped to engage others in the process, but marketing to low- and modest-income families is a challenge.
- High schools again varied in their level of support with the application process. One school made writing essays for the scholarship part of the curriculum; the other three left this activity to students' own motivation and resources.
- Liaisons were aware that applicants often struggle to get good recommenders. Two liaisons are instructing students about how to engage recommenders; they also are speaking to school staff about the role and importance of recommenders.

PARTNER INSTITUTION LIAISONS: INSTITUTIONS OF HIGHER EDUCATION

The collaboration that has occurred through the KC Scholars Postsecondary Network has benefited scholarship awardees.

- Campus liaisons included officers in student affairs, admissions, and financial aid—in some cases, the liaisons tended to all three functions. This section reflects the evolving roles of these staff in relation to KC Scholars as the first cohort of traditional students has enrolled.
- Most colleges offer a suite of supports available to all students. Although few supports have been created specifically for KC Scholars students, in some cases these students will help pilot support programs that are already in the works.
- Some colleges have dedicated advisors for their KC Scholars students, and while they are making efforts to expand supports for adult learners, these efforts have not yet resonated with KC Scholars adults (see above).
- The degree of supports varies widely across institutions, as do student reactions to them:
  - Kansas State has numerous programs in place to welcome and support students with the transition from high school to college. Some of these are specific to KC Scholars (and were well received by students).

- Park University has multiple, relatively successful supports for traditional students at its main campus, but adult learners at satellite locations voiced concerns about the lack of help for nontraditional learners, who generally are not on campus during weekday, daytime hours.

- Johnson County Community College has multiple layers of student success services available and used by students. However, students wanted greater contact with their KC Scholars advisors to address scholarship-specific questions.

- UMKC had less success communicating available supports to students—although administrators listed several offerings, interviewed students were often not aware of them. One of the students who was interviewed had participated in UMKC's (selective) summer bridge program, however, and found it very beneficial and informative.

- All liaisons found value in networking with their peers at other institutions through the KC Scholars Postsecondary Network. They believed that these discussions provide a springboard for cross-campus collaboration on several topics, including credit transfer, transcript fee waivers, and sharing of best practices for student support.

KC SCHOLARS STAFF

Staff members mentioned accomplishments of which they were proud and continuous improvement goals toward which they will work.

KC Scholars staff were proud of several accomplishments achieved in its first two years of operation. Following are the top three:

- The program has been able to scale quickly in two years while maintaining internal process integrity and standards.
- The scholarship has reached students across a six-county region that spans two states.
- Staff have built strong collaborations with several partners, including higher education institutions, to address systemic barriers to adults enrolling in college. A notable example is the partnership with KC Degrees and Metro Lutheran Ministries Fund to resolve prior student debt issues.

Staff were also asked to identify continuous improvement goals. Here are their top five:

- Work more closely with high school liaisons, particularly those from economically disadvantaged schools, to promote equity in application rates and supports.
- Identify the best supports to smooth the transition from high school to the first year of college.
- Improve outreach and marketing of the college savings account seeding and match so that families better understand each type of award.
- As part of this outreach, increase the financial literacy of parents and students.
- Streamline the College Advising Corps reporting process so that students falling short of benchmarks are identified and receive supports sooner.

SURVEY FINDINGS

COHORT 1: Traditional Scholarship Awardees One Year After High School

The survey focused on postsecondary experiences.[2] Respondents were asked to identify the college that they primarily attended during the 2018–2019 academic year, with ensuing questions addressing that institution. In other words, if a respondent attended multiple institutions during the year, the survey asked information pertinent only to the college that the student identified as primary. Over 70 percent of these colleges were public 4-year institutions; about one-quarter were private 4-year colleges; and the remaining 5 percent were community colleges.

Respondents were asked to imagine what they would have been doing during the 2018–2019 academic year if they had not received the scholarship.

Figure 2.2
Without a KCS scholarship, many students would have attended a different college or not attended college at all.

Almost one-quarter of the students said they would not have attended college had they not received the scholarship.

- Approximately 40 percent indicated that they would have attended a different college. The scholarships appear to divert students mainly from 2-year institutions—almost two-thirds of that 40 percent indicated that they would have attended a community college. Note that about 12 percent of these students indicated that they would have attended a college outside the 17 approved for the scholarship.
- The remaining one-third said that they would have attended the same college, but they would have worked or borrowed more or received other financial aid.

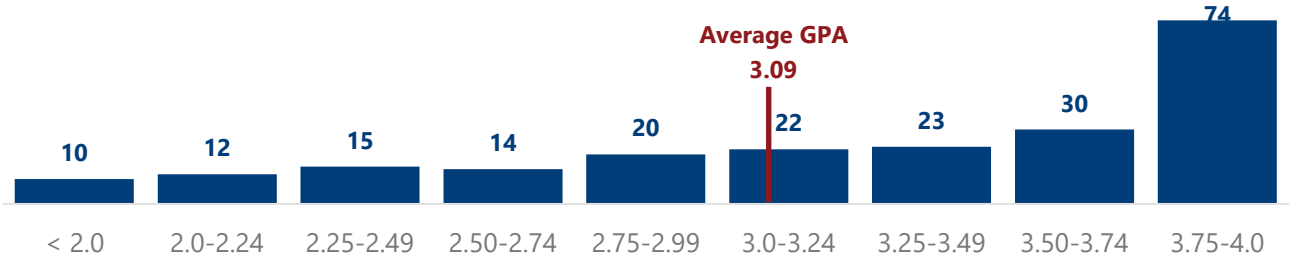
Academic Progress

- The average number of credits attempted in 2018–2019 by survey respondents was 27.4. The average number of credits earned was 25.9. A little over one-quarter of the students reported they had earned fewer credits than in which they had enrolled. Twenty respondents (about one-eighth) attempted less than 20 credits during the year.

- The mean of students' self-reported grade point average for their first year of college is 3.09. Seventy-four of the students chose the highest response category, "3.75 to 4.00," and only 10 self-reported their GPA in the lowest category of "less than 2.00."

[2] The survey was conducted in May 2019 via Survey Monkey. The response rate was quite high (174 usable responses from a sample of 251 = 69.3%). The administrative data from the students' applications to KCS in 2017 were appended to each record.

Figure 2.3
Students' self-reported grade point average for first year were high.



Campus life

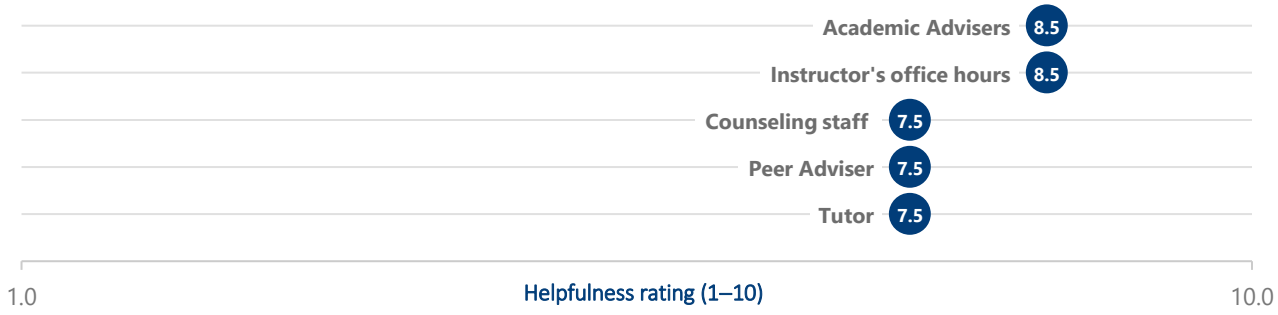
- Over half of the respondents found "course difficulty" and "managing money" to be more difficult than they had anticipated. On the other hand, about 40 percent found "living independently," "feeling like you fit in" and "making friends with other college students" to be easier than anticipated.

- Although "managing money" was reported to be more difficult than anticipated by more than half of the students, they seem to have solved financial aid issues. The mean response to the survey item that asked how difficult it had been to pay for all college-related expenses was 1.9 on a scale of 1 to 5, which lies between "not" and "somewhat" difficult. A large majority of the respondents indicated that they had received financial aid apart from their scholarships. Over 80 percent had received an institutional scholarship and almost 90 percent had received a Pell grant. Almost 70 percent reported employment during the school year.

- Over 80 percent of the students reported interacting with an academic adviser and three-quarters reported attending their instructor's office hours. The average number of such interactions was 3.5, and on a scale of 1 to 10, the average rating for the helpfulness of these interactions was 8.5.

- Approximately two-thirds of the students reported interacting with a staff member in a counseling office or with a peer adviser, and over 40 percent interacted with a tutor. These interactions were slightly less helpful, as the respondents on average rated the helpfulness of these three types of interaction at around 7.5.

Figure 2.4
Instructor, adviser, and staff interaction were helpful.

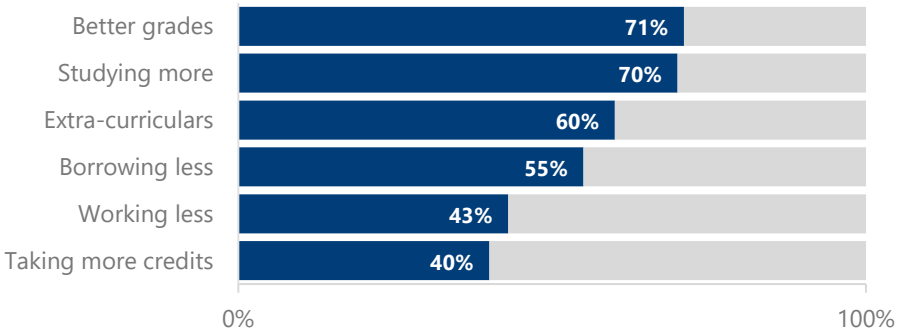


- Over three-quarters of the respondents reported some interactions with KCS since high school, although the most frequent forms of contact were "receiving newsletters" and "requests for information." A little over one-eighth of the students reported that KCS had helped to resolve a problem during their freshman year.

First Year outcomes and planned retention

- Over 90 percent of the survey respondents indicated that they planned to return to the same college in the Fall. Of the 14 individuals who indicated that they were not returning, 12 planned to attend a different college, and the other 2 did not plan to attend any college. The main reasons given for transferring to another institution were to be closer to home and to attend a less-expensive college.
- All in all, self-reported outcomes from having the scholarship were quite positive. Between 40 and 70 percent of the survey respondents reported that having the scholarship resulted in their taking more credits, working less, borrowing less, studying more, achieving better grades, or participating in clubs or extracurricular activities.

Figure 2.5
First year of college outcomes related to receiving scholarships were positive.



Positive outcomes resulted from receiving scholarships. Students reported taking more credits, working less, borrowing less, participating in clubs, studying more, and getting better grades.

COHORT 2: Traditional Scholarship Awardees at the End of High School

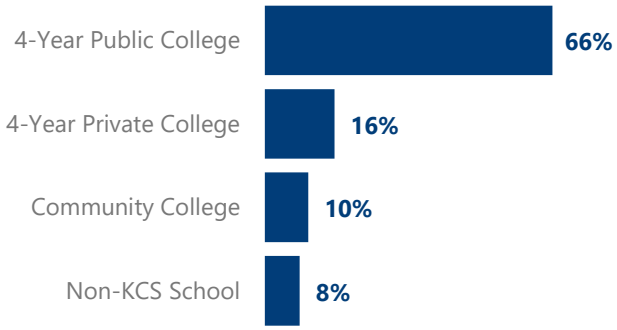
The survey of students who were offered a scholarship in May 2018, i.e., cohort 2, focused on the choice of and preparation for college.[3] The survey asked what college students planned to attend in Fall 2019.

[3] The survey was conducted in May 2019 via Survey Monkey. The response rate was extremely high (291 usable responses from a sample of 338=86.1%). The administrative data from the students' applications to KCS in 2018 were appended to each record.

College Choices

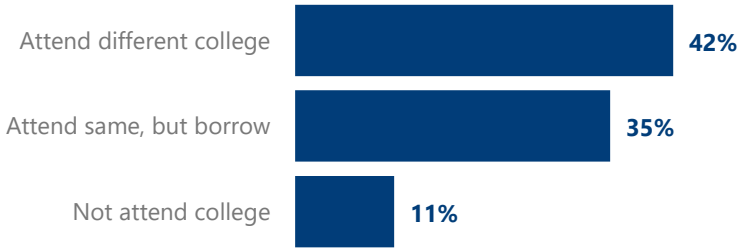
All but one of the campuses for which the scholarship could be used was represented among the planned colleges. About 10 percent of the respondents indicated that they planned to attend a community college. About 8 percent indicated that they plan to attend a non-KCS school in Fall. About three-quarters of the remaining students (about two-thirds of all students) plan to attend a public, 4-year university. The remainder are planning to attend a private, 4-year college.

Figure 2.6
Most students plan to attend a 4-year public college.



The scholarship offer significantly shifted the type of institution students planned to attend from a 2-year to a 4-year college. The survey asked respondents to imagine what they would have done had they not been offered the scholarship. The main responses were: "attend different college" (41.8%); "attend the same college but borrow more" (34.5%); and "work and not attend college" (10.9%). Of those indicating they would attend a different college, the largest share (about half) would have been at a community college.

Figure 2.7
Without a scholarship, many would attend a different college.



ANTICIPATION ABOUT CAMPUS LIFE

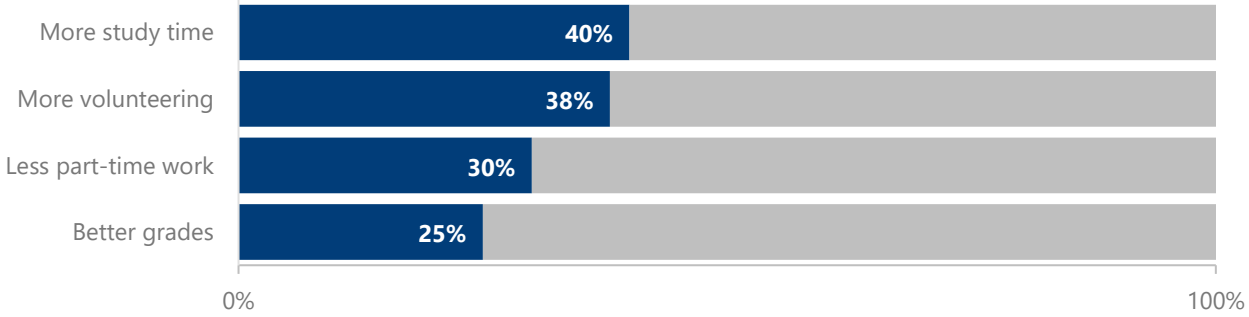
The major reasons given for college choices were: "close to home," "academic reputation of the college," and "specific programs of study."

- The challenges anticipated by more than half of respondents were "course difficulty," "managing money," "making friends," and "instruction pace."
- Students seemed to understand that they needed additional financial aid or sources of income. Almost 90 percent of respondents indicated that they anticipated receiving additional aid (Pell grants or institutional scholarships), and 60 percent planned to work part-time. Managing money was the second ranked "concern" about next year's college experience.

Impact of scholarship on high school senior year

- Getting the scholarship offer in May of the students' junior year of high school seems to have had positive impacts on senior year outcomes. Between 25 and 40 percent of respondents reported that it resulted in better grades, less part-time employment, more volunteering, or more study time.

Figure 2.8
Scholarship offers in junior year have positive outcomes on senior year in high school.



Interactions with KCS Advisers

- Virtually all students reported that they had interacted with the KCS program during their senior year. All types of interactions were rated as being helpful and highly effective, except for newsletters, which were moderately helpful. Only 60 percent of students reported receiving text messages of support from the KCS office.
- The college advisers and hybrid advisers were also reported to be helpful. The average rating of the advisers in preparing for college was 7.9 on a 10-point scale. Over half of these ratings were a 9 or 10.
- On the other hand, about 10 percent of the college and hybrid advisers had ratings below 5. Furthermore, there seemed to be some relationship between the low ratings and high school attended: several of the lower ratings came from students in the same high schools, which suggests that consistency of adviser quality may be important.

COHORTS 1 AND 2: Adult Learners

The survey of adult learners who were offered a scholarship in either of the first two cohorts focused on labor market experiences and career aspirations.[4]

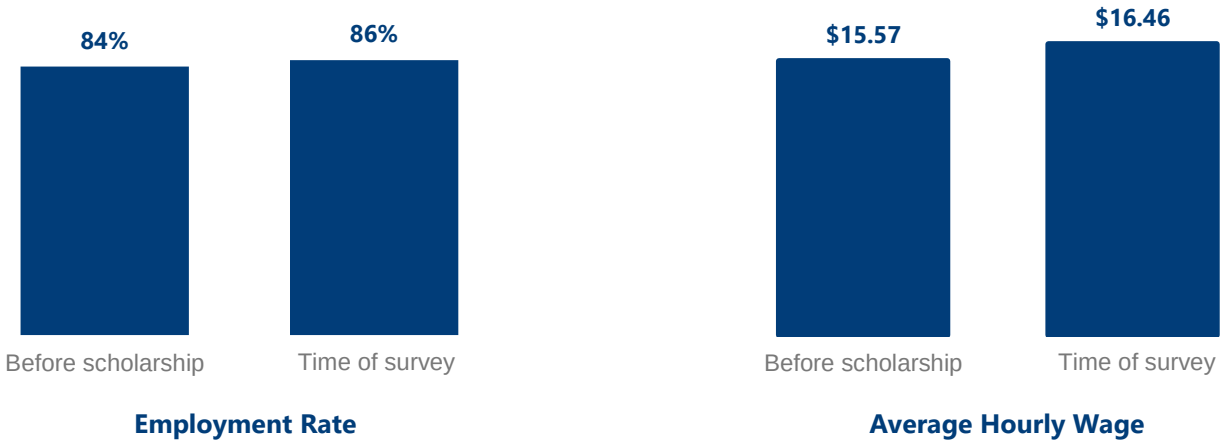
- For the most part, the adults who were awarded scholarships had high employment rates, albeit in low- to moderate-wage jobs. They indicated they were pursuing college to gain more fulfilling jobs and careers. At the time of the survey, the adults' employment rates and wages had increased slightly compared to when they had applied for the scholarship.

[4] The survey was conducted in May 2019 via Survey Monkey. The response rate was quite high for this population (45 usable responses from a sample of 71 for cohort 1=63.4%; 87 out of a sample of 133 for cohort 2=65.4%.) The administrative data from the adults' scholarship applications to KCS in 2017 and 2018 were appended to each record.

- At the time of application, 84 percent worked for pay. Most were full-time, with the overall average hours per week between 37 and 39. The average wage rate on their current or most recent job was $15.57 per hour.

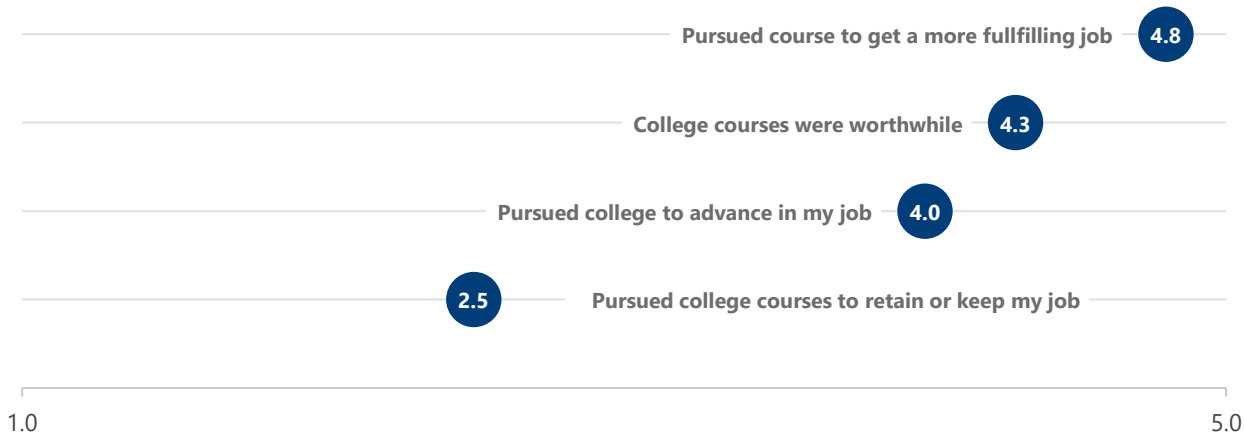
- At the time of the survey, slightly more than two years later for the first cohort and one year later for the second cohort, the employment rate was 86 percent and the average wage was $16.46 (a 5.7 percent increase over their job or their most recent job at the time of application.

Figure 2.9
Employment rate and wage rate increased for adult learners.



- The survey respondents indicated that their employment goal in three years (in 2022) was to work in a different occupation that pays more (about 60 percent) or in their current occupation but earning more money (about 30 percent).
- Virtually all respondents indicated that they will be possibly or definitely living in the Kansas City area in three years.
- Over 80 percent of respondents indicated that they were currently enrolled in college on either a full-time or part-time basis. Most had not yet earned an associate degree, although about one-eighth self-reported that they had earned an associate degree, and six of the respondents indicated that they had earned a bachelor's degree.
- The survey asked the adults about their college experiences with the KCS scholarship.
  - On a scale from 1 to 5, where 1 indicated strong disagreement and 5 indicated strong agreement, respondents on average strongly agreed with "pursued college courses to get a more fulfilling job and career path" and "college courses were worthwhile."
  - They were interested in job advancement, not simply retention. On average, they disagreed with "pursued college courses to retain or keep my job" and they agreed with "pursued college to advance in my job."

Figure 2.4
Adult students were driven to use their KCS scholarship for personal and career advancement.



3. TRADITIONAL SCHOLARSHIP APPLICANTS AND AWARDEES

Traditional awardees exhibit high levels of school achievement and participation in school and community activities that are balanced with work or other obligations, and they shift their college plans from community college to universities because of the KCS scholarship.

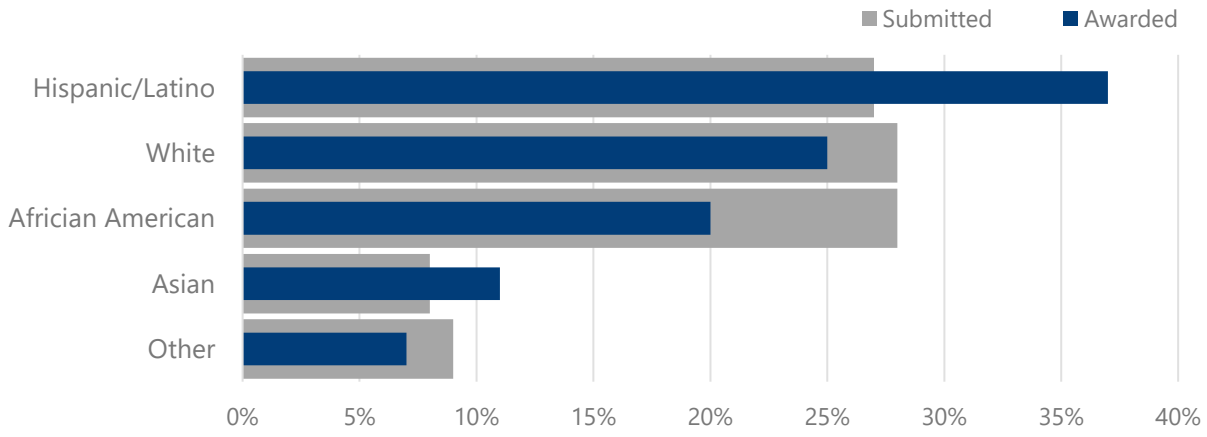
This chapter presents analyses of the characteristics of students who submitted a complete application in 2019 (cohort 3) and were eligible for the traditional scholarship, as well as for the subset who were awarded a scholarship. It highlights who they are, their high school academic and extracurricular experiences, and their college choices. For this last item, the KCS application queries students about their first and second choices of colleges if they were to be awarded the scholarship as well as if they were to not be awarded the scholarship. In addition to presenting the characteristics of the cohort 3 students, the chapter compares them to the first and second cohorts (2017 and 2018 applicants).

WHO ARE THESE STUDENTS?

Appendix Table 3.A.1 provides detailed information about the characteristics of the submissions and awardees in all three cohorts. In 2019, as in the first two cohorts, females predominate. There are twice as many females as males among the eligible submissions, and over three times as many among award winners. This gender breakdown is similar to that of the prior cohorts, although in 2019 the female share of awardees is higher.

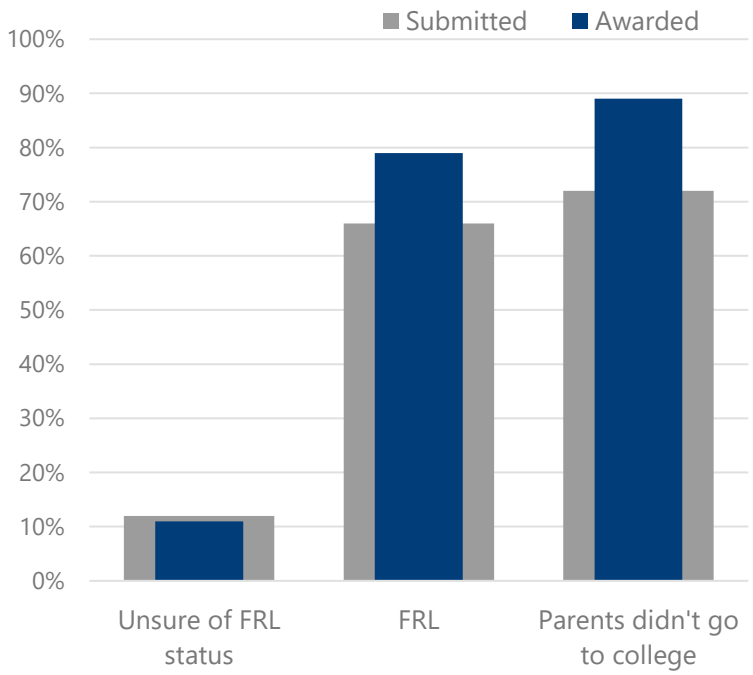
Similar to the earlier cohorts, African American, Hispanic/Latino, and whites each make up between 25 and 30 percent of the cohort's submissions; about 8 percent identify as Asian. The ethnic distribution for awardees shows disproportionately higher shares for Asians and of Hispanics and lower shares for African Americans and whites. The different distributions between submissions and awardees are a consequence of how applicants score on the rubric used for selection.

Figure 3.1
A significant majority of submissions are persons of color.



Over three-quarters of eligible submissions indicate that their parents lack a college degree; this share jumps to almost 90 percent for awardees. Almost two-thirds of eligible submissions report eligibility for free or reduced-price lunch (FRL), and another 12 percent report that they are unsure of their FRL status. Among awardees, about 80 percent indicate FRL eligibility, and about 10 percent report they are unsure.[5] These distributions are roughly similar to those of the first two cohorts.

Figure 3.2
Students come from low-to-moderate-income backgrounds.



The measure of financial need used by the program is the expected family contribution (EFC) as determined by the applicant's FAFSA or FAFSA4caster. Lower EFCs imply greater financial need, and to be eligible for the traditional scholarship, EFC must not exceed 12,000. Among eligible submissions, the average EFC for the third cohort was 1,979; among awardees it was 633. In the previous years, these averages were somewhat higher, at 2,619 and 1,136, and 2,090 and 795, for the first and second cohorts, respectively.

Technical Note:
Terminology and Data Source

Three cohorts of applicants for the traditional scholarship have been processed: Cohort 1, students who applied in 2017; Cohort 2, students who applied in 2018; and Cohort 3, students who applied in 2019. As there are several stages from initial application to being awarded the scholarship, it is useful to define a few groups based on how far along the application pipeline they reach. The first part of the online application collects basic personal and academic information. We refer to the individuals who complete and submit this part as "applicants." A second part of the application involves submitting written essays and recommendations, as well as a transcript and test scores (if the ACT has been taken). We refer to this set of applicants as "submissions." Not all submissions are eligible for the scholarship, however, since it requires a cumulative GPA of at least 2.5 and a maximum expected family contribution of 12,000. We refer to the individuals who meet the eligibility criteria as "eligible submissions." Among the eligible submissions, scholarships are awarded based on a rubric that calculates a score from the information provided in both parts of the application. The individuals with the highest scores are awarded the scholarship. We refer to these individuals as "awardees."

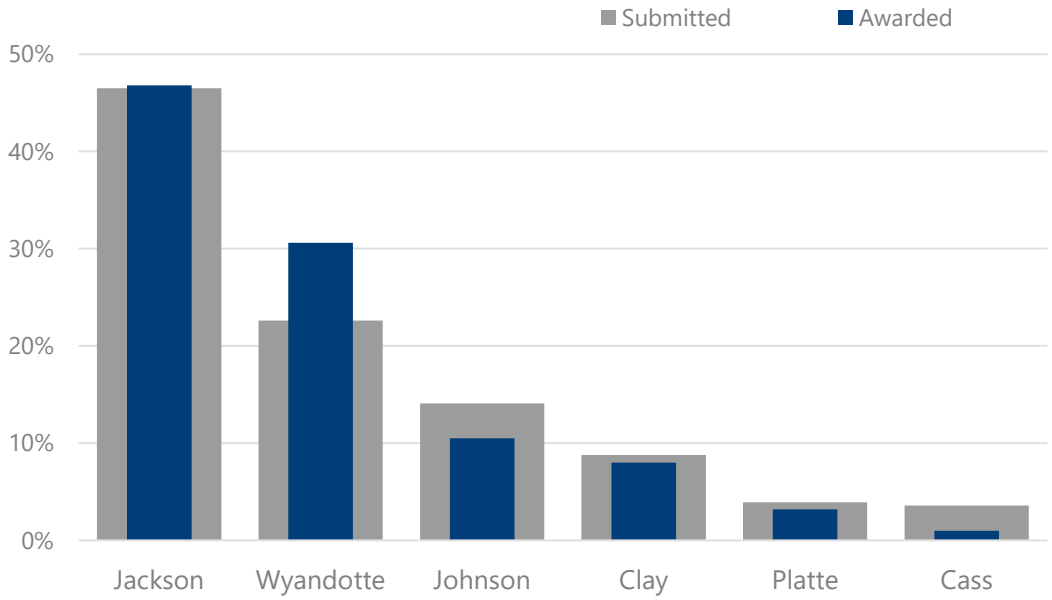
For purposes of analysis, the Kansas City Scholars program provided de-identified application data for its three components. For the Cohort 3 traditional scholarship applicants (11th graders in 2018–2019), these data include 1,506 eligible submissions, from which the KCS program awarded 315 scholarships. In Cohort 1, there were 1,050 eligible submissions and 285 awardees; in Cohort 2, there were 1,396 eligible submissions and 345 awardees.

Jackson County had by far the largest share of eligible submissions and scholarship winners. Appendix Table 3.A.1 shows that Jackson was followed by Wyandotte, Johnson, Clay, Platte, and Cass. To put these county-by-county shares in perspective, we compare them to the shares of public school

[5] The rubric used to rate submissions adds points for students whose parents lack a college degree, are eligible for FRL, and have lower expected family contribution. Differences in these measures between submissions and awardees are thus expected.

enrollment for both 11th graders and K–12 FRL-eligible students.[6] While Jackson and Wyandotte Counties together have approximately 45 percent of 11th grade public school students in the six counties, they have about 75 percent of traditional scholarship eligible submissions and awardees. Wyandotte in particular has less than 10 percent of 11th graders and less than 17 percent of the region's K–12 FRL-eligible students, but it has about one-quarter of submissions and awards. These geographic distributions are similar to the previous years'.

Figure 3.3
Scholarships are awarded to students from all counties, but Wyandotte (Kansas) and Jackson (Missouri) predominate.



INTERSECTION OF COHORT 1 COLLEGE SAVINGS ACCOUNT AWARDEES AND COHORT 3 TRADITIONAL SCHOLARSHIP APPLICANTS AND AWARDEES

For the first time in the program, it was possible for students who were awarded a seeded or matched college savings account in the first cohort (in 9th grade) to apply for the traditional scholarship in the third cohort (in 11th grade). A substantial number of these students, in fact, applied and many of them were awarded a scholarship. Of the 76 students who had been awarded a matched college savings account in Spring 2017, 52 applied and were eligible for a traditional scholarship. About one-third of them (17) were awarded a traditional scholarship in Spring 2019.[7] Of the 155 students who were awarded a seeded college savings account in 2017, 61 applied and were eligible for a traditional scholarship. About one-quarter of them (14) were awarded a traditional scholarship.[8]

[6] According to the National Center for Education Statistics' Common Core of Data for 2015–2016, there are about 20,600 public school 11th graders in the six counties. The percentages were split thusly: 6.3 percent (Cass), 14.0 percent (Clay), 32.6 percent (Jackson), 33.2 percent (Johnson), 5.6 percent (Platte), and 8.3 percent (Wyandotte). According to the same source, there are about 131,000 K–12 public school students eligible for free or reduced-price lunch, split this way in percentages: 4.8 (Cass), 10.2 (Clay), 46.4 (Jackson), 18.3 (Johnson), 3.4 (Platte), and 16.8 (Wyandotte). FRL eligibility by grade level is not available.

[7] Of the remaining 35 eligible applicants with a matched account, 26 were awarded a scholarship to either Missouri or UMKC (two of which were declined), and nine were not awarded any scholarship.

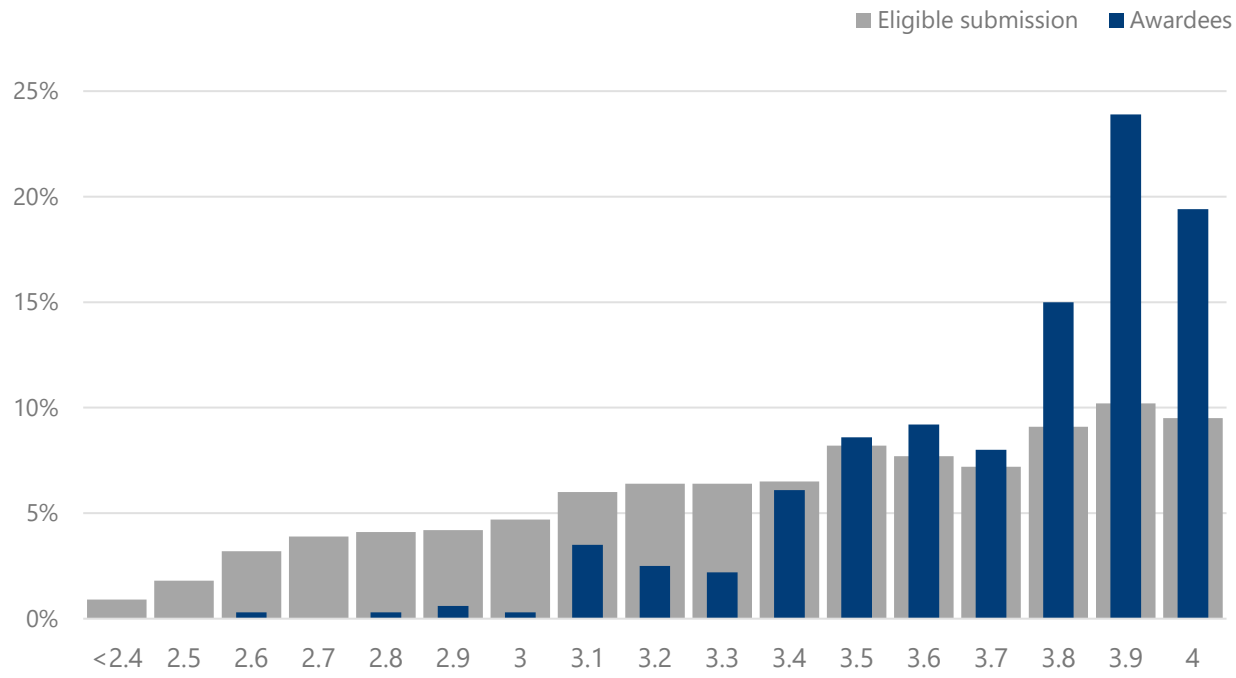
[8] Of the remaining 47 eligible applicants with a seeded account, 23 were awarded a scholarship to either Missouri of UMKC (two of which were declined), and 24 were not awarded any scholarship.

WHAT HIGH SCHOOL AND COMMUNITY EXPERIENCES DID STUDENTS HAVE?

Appendix Table 3.A.2 shows students' experiences in high school, their community activity participation and leadership, and their weekly hours of family commitments. The scoring rubric gives weight to all three items, favoring applicants with higher GPAs, those with more community activities and leadership, those currently employed, and those with more hours of required family commitment.

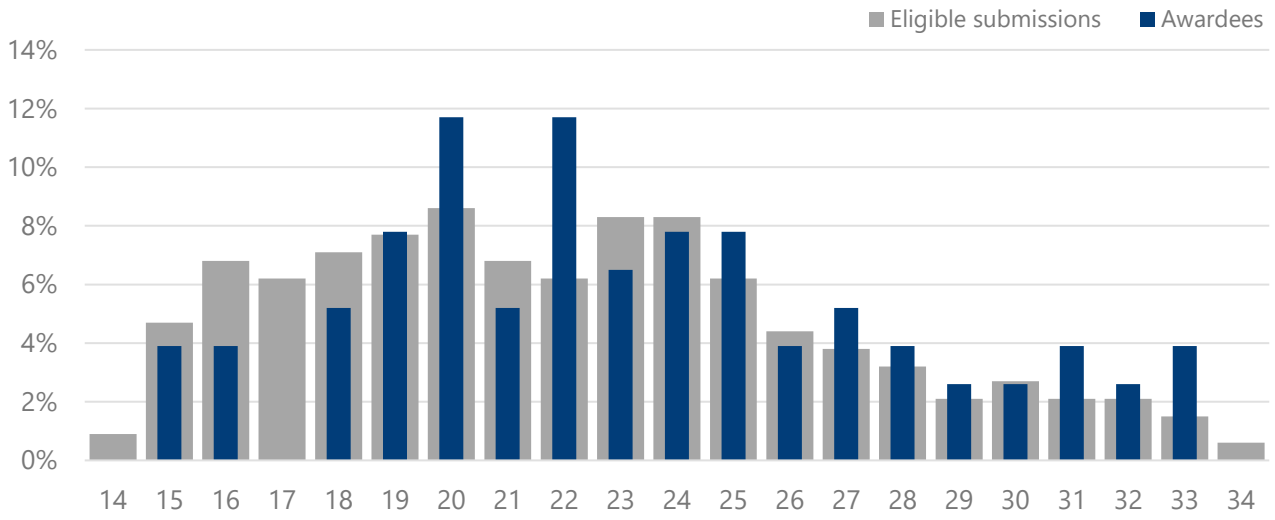
Figure 3.4 shows that GPAs among eligible submissions were high: an average of 3.40, with almost 10 percent attaining a 4.0. The GPAs of awardees were even higher: an average of 3.72, with almost 20 percent at 4.0. In fact, about two-thirds (66.2 percent) of awardees had GPAs above 3.7, compared to 36 percent of eligible submissions. These measures of academic achievement from the cohort 3 students were not quite as high as the same measures in the second cohort, but substantially higher than GPAs in the first cohort.

Figure 3.4
Awardees had substantially higher GPAs than eligible submissions.



- **ACT scores of eligible submissions and awardees are approximately equal**. About one-quarter of eligible submissions submitted ACT scores. Figure 3.5 shows that these scores have an approximately normal distribution, with an average of 22.1. About one-quarter of these students received the scholarship, and the figure also displays their score distribution. Interestingly, the distributions are similar, with scores of awardees only slightly higher. Consequently, the differences in ACT test scores between eligible submissions and awardees are not nearly as pronounced as the differences in GPAs. The means of the ACT test scores are virtually identical for all three cohorts, but the third cohort has a larger percentage of scores exceeding 27.

Figure 3.5
Awardees had ACT scores similar to typical applicants.



- **Students are active leaders in school, church, or community activities**. As shown in Appendix Table 3.A.2, over 70 percent of eligible submissions report involvement in at least two activities in school, church, or the community. About half of these indicate that they hold or have held a leadership role in at least one of the activities, which run the gamut from National Honor Society to church choir to a community theater group, and many more types. Among awardees, over 90 percent report involvement in at least two community activities, and about two-thirds of those students are or were leaders in those activities.
- **Most students were employed part time or were employed in summer jobs**. Appendix Table 3.A.2 shows distributions of employment for these two groups of students. Just under half of eligible submissions were employed at the time of application, whereas over 60 percent of awardees were employed. These distributions are virtually identical to those from the first two cohorts.
- **About half of students reported having no required family commitments**. Appendix Table 3.A.2 shows that over half (51.9 percent) of eligible submissions report having no required family commitment. Just under one-quarter (24.6 percent) indicate 1–5 hours per week of family commitment. Among awardees, under half (40.4 percent) report no commitment, and over one-third have commitments of at least six hours per week. In the first cohort, the selection criteria weighted family commitment higher, and the differences between eligible submissions and awardees was greater than the differences in the second and third cohorts.

WHERE DO STUDENTS ASPIRE TO GO TO COLLEGE?

The scholarship is available to students who enroll at one of 17 IHEs. The application asks each student to indicate his or her first and second choice of college, under the scenarios of being awarded or not being awarded the scholarship.

- **The possibility of obtaining the scholarship shifts many students' choices from two-year colleges to four-year universities**. Appendix Table 3.A.3 shows the college preferences (combining first and second choices) among eligible submissions and among awardees under each scenario.

- In the scenario of receiving the scholarship, the institutions with the five largest shares are all four-year universities: University of Kansas, University of Missouri–Kansas City, Kansas State University, University of Missouri at Columbia, and University of Central Missouri. These five universities account for around 70 percent of total responses, with community college campuses drawing about 10 percent. Under the scenario of *not* receiving the scholarship, the community college share balloons to about 30 percent, and the share for the five universities falls to around 40 percent.

- **These college choice distributions are very similar to those from the first two cohorts.**

Technical Note:
Selection of Awardees

The KCS program received over six times as many eligible submissions (1,506), as its planned number of awardees (250) for the traditional scholarships. To choose the scholarship awardees, the program uses a scoring rubric that assigns points to various items from the application and to two essay responses and two recommendations. These essays and recommendations are scored by community members, with each student's material reviewed by a three-member panel, whose scores are then averaged.

According to program design, the 250 submissions with the highest scores across the application components, essays, and recommendations (a maximum possible 100 points) are awarded the scholarship. This year, the program awarded 315 scholarships, with the "cut score" being 75.3. Although the maximum score was 95.0 and the minimum was 29.7, most scores fell between 50 and 80. Appendix Figure 3.A.4 shows the distribution of scores for eligible

4. ADULT LEARNER APPLICANTS AND AWARDEES

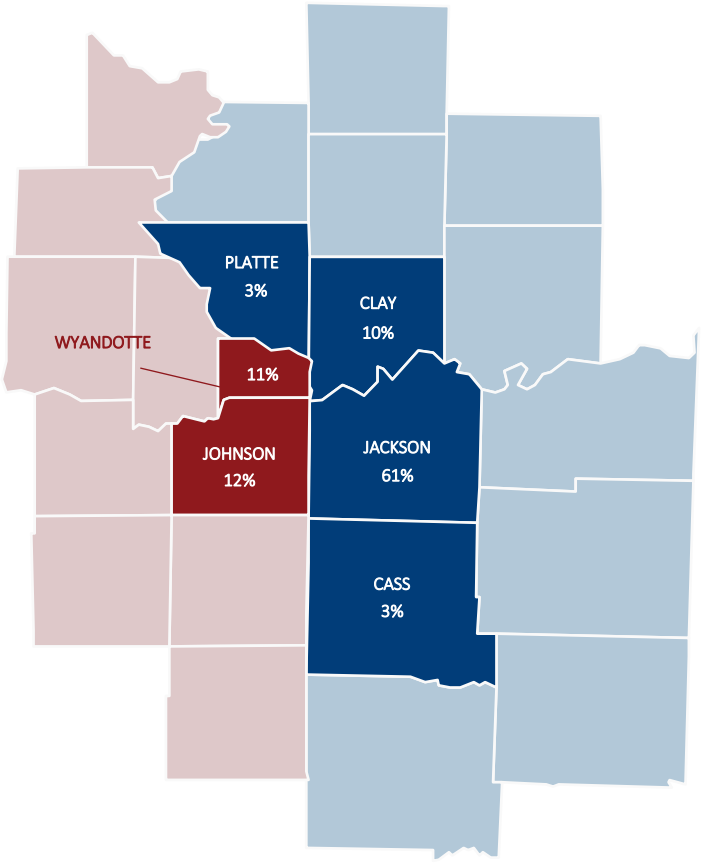
KCS records indicate there were 196 applicants (eligible submissions) for the third cohort of the adult learner scholarship; all became awardees. One difference in the eligibility criteria for adult learners was implemented in the third cohort: individuals who had earned associate degrees were eligible. This chapter describes the characteristics of all of the applicants, the sources of information about how the applicants learned about KCS, the information that they provided about their community involvement and family responsibilities, their previous postsecondary experiences, and their college choices.

WHO ARE THE ADULT LEARNERS?

Appendix Table 4.A.1 provides further information about the characteristics of the adult learners, but highlights include:

- **Most of them live in Jackson County.** Over 60 percent of adult learners are from Jackson County, Missouri, although this is a lower share than last year's cohort. About three-quarters of awardees attended high school in the Kansas City area.
- **They vary widely in age.** The average age among awardees is 38, with about two in five being at least 40. The oldest adult learner is 73.
- **Women predominate.** Over 80 percent of adult learners are women, although this is a lower percentage than last year, when it was over 90 percent.
- **Most are African American.** About three of five awardees self-identify as African American. Slightly more than one-fifth are white, and the remaining fifth are of another ethnicity or identify as multiracial. This cohort's ethnic distribution closely resembles last year's.

Figure 4.1
The majority of adult learners reside in Jackson County.

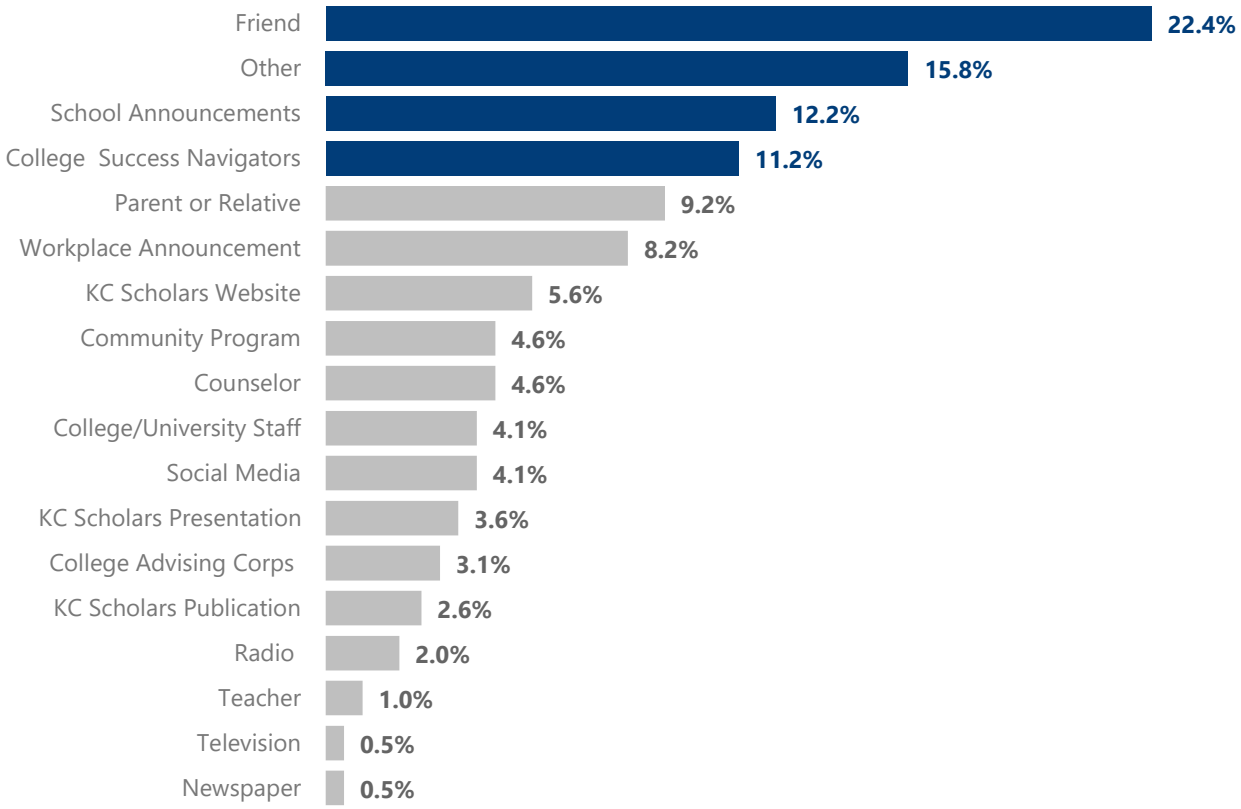


- **Adult learners show significant financial need.** KCS determines financial need through the EFC as determined by the applicant's FAFSA or FAFSA4caster. Lower EFCs imply greater financial need. The average EFC for adult learners was 1,948, about 3 percent lower than last year.

HOW DID ADULT LEARNERS FIND OUT ABOUT THE SCHOLARSHIP PROGRAM?

The scholarship application asks how individuals learned of the program. Adult learners reported a variety of sources of information, as shown in Figure 4.2.

Figure 4.2
Most adults learned of KCS through direct word-of-mouth contact.

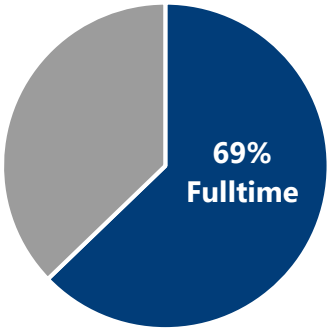


HOW MUCH INVOLVEMENT DO ADULT LEARNERS HAVE WITH THE COMMUNITY, THE WORKFORCE, AND WITH FAMILY RESPONSIBILITIES?

The application also asks about applicants' involvement in community activities, employment, and time spent on required family commitments. The responses, which are tallied in Appendix Table 4.A.2, sharply contrast with those of traditional scholarship applicants.

- **Adults had little involvement in community activities.** Over two in five adult learners report no community activities, and about one-quarter are involved in only a single activity. These percentages represent almost precisely the same level of involvement in community activities as the first two cohorts' submissions.
- **Family commitments are significant**. About three-quarters have at least some family commitments, with about one-third spending 11 or more hours per week in such commitments. In most cases, these commitments consisted of child or elder care.

Figure 4.3
Over two-thirds of adult learners are employed full time.



Employment in health care, nonprofits, and education/government is typical. Over two-thirds are employed full time, and about one-sixth indicate part-time work. Nearly all of the remainder had worked previously but were not currently employed.

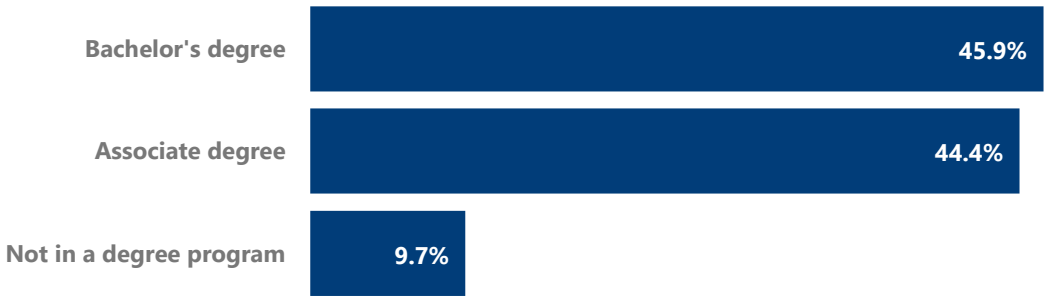
Based on extrapolation from the individual's current employer as provided on the scholarship application (when applicable), we estimate that at least 18 percent of employed awardees work in health care, 10 percent work for nonprofits such as the YMCA, and over 21 percent work for school districts or government entities.

WHAT PREVIOUS POSTSECONDARY EDUCATION EXPERIENCES DID ADULT LEARNERS HAVE?

Since the purpose of the adult learner scholarships is to incentivize adults to reenroll in postsecondary education, eligibility depends on some previous college course taking. The application thus asks about prior postsecondary enrollment, including institution name, major and degree sought, credits earned, cumulative GPA earned, and reason(s) for noncompletion.

- **Many had previously attended community colleges in the Kansas City area**. Just under half of adult learners had attended a Kansas City–area community college, and another 9 percent attended community colleges elsewhere in the country.
- **Adult learners' previously sought degrees are split about equally between associate and bachelor's degree programs**. More than 90 percent had previously pursued a bachelor's or associate degree, with roughly half in each. The remainder had not been in a degree program. Figure 4.4 shows the distributions of previously sought degrees.

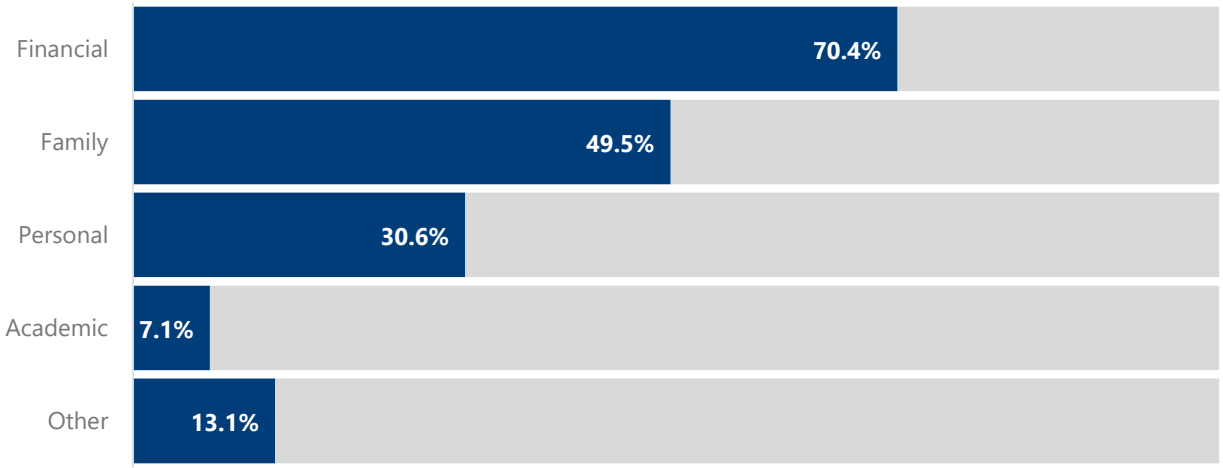
Figure 4.4
Distribution of previously sought degrees for adult learners was evenly split between associate and bachelor's degrees.



- **Prior GPAs were modest.** About 40 percent of adult learners reported a GPA for their prior postsecondary career below 2.5, although the average is 2.7. These self-reported GPAs, while modest, exceeded the prior self-reported postsecondary grades from the first two cohorts of adult learners. Over 90 percent had earned at least 20 credits.

- **Adults cited financial and family-related reasons as the main causes for not completing a degree.** The application asks respondents for up to five different reasons why they did not complete their prior postsecondary education: academic, family, financial, personal, or other reasons. As shown in Figure 4.5, over 70 percent cited financial reasons to explain their noncompletion. Perhaps a reflection of the fact that associate degree earners could apply this year, this breakdown of reasons for noncompletion is different from last year's. The share citing financial reasons is much higher and the shares citing all other reasons are lower.

Figure 4.5
Financial and family-related issues were the largest barriers to success.



*Note: Percentages sum to greater than 100, because respondents could respond with multiple reasons.

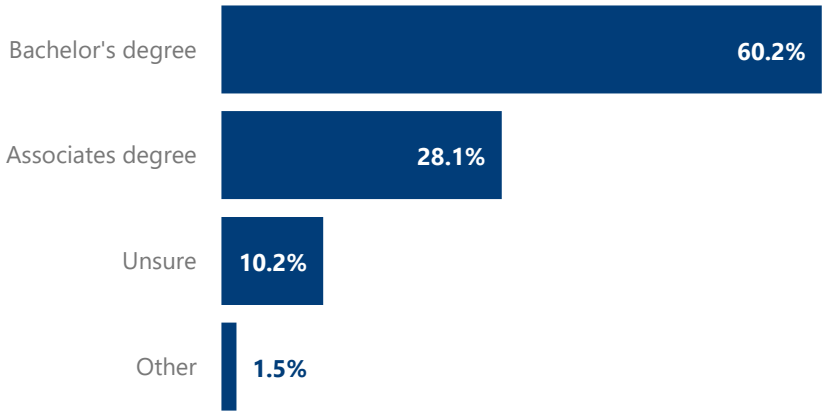
COLLEGE CHOICES

The scholarship is available to adult learners who reenroll in a postsecondary program at one of the participating institutions. The application asks each adult to indicate his or her first and second choice of college, under the scenarios of receiving or not receiving the scholarship. As with the traditional students, the possibility of obtaining the scholarship shifts many adult learners' choices from two-year colleges to four-year universities, although not to the same extent. Appendix Table 4.A.3 shows the adults' college preferences (combining first and second choices) for both scenarios.

- **In the scenario of being awarded the scholarship, adults prefer four-year universities in the Kansas City area**. Just over two-thirds of the expressed preferences under the receiving scenario are four-year institutions. Four of the five most frequent choices are four-year universities: University of Missouri–Kansas City, Park University, University of Central Missouri, and University of Kansas, all of which are within commuting distance of Kansas City or have online programs.

- **In the scenario of not being awarded the scholarship, the preference for four-year institutions drops.** This percentage decreases to about 40 from about two-thirds. Two institutions with particularly large drops in this scenario are the University of Missouri–Kansas City and Park University.
- **Most adult applicants intend to pursue a bachelor's degree**. As shown in figure 4.6, the majority of the applicants intend to pursue a bachelor's degree. This is much higher than in previous years because of the change in eligibility allowing holders of associate degrees to apply.

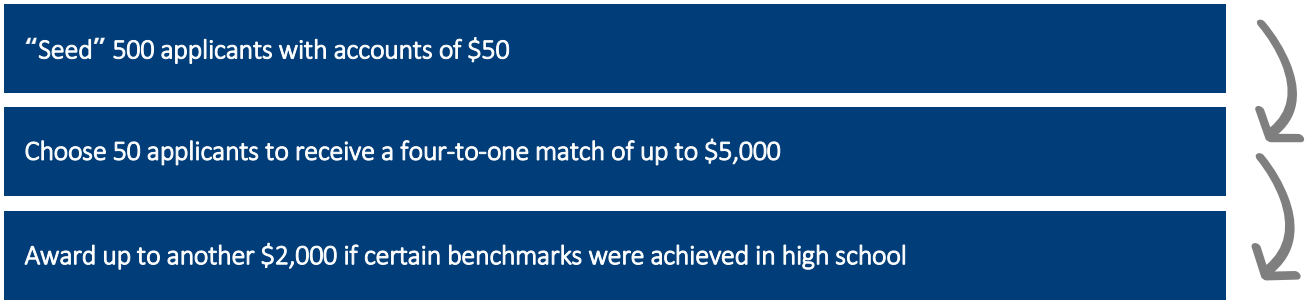
Figure 4.6
A majority of applicants intend to pursue a bachelor's degree.



5. COLLEGE SAVINGS ACCOUNT AWARDEES

As shown in Figure 5.1, the design of the college savings account (CSA) component of the KCS program calls for "seeding" 500 applicants with accounts of $50 and choosing 50 applicants to receive a four-to-one match of up to $5,000, plus up to another $2,000 if certain benchmarks are achieved in high school. There were not quite 500 applicants; in fact, KCS ended up with 435 seeded accounts, of which 51 received the match. This chapter describes these two groups: 1) the 51 students who received matched college savings accounts and 2) the 384 students who received only seeded accounts. We refer to the former as "matched awardees" and the latter as "seeded awardees." This chapter describes the characteristics of awardees, their self-reported high school experiences and community and family involvement, and their college preferences.

Figure 5.1
The college saving account (CSA) awards process is completed in three steps.



WHO ARE THESE STUDENTS?

The applications for the CSA are submitted when students are in 9th grade. Appendix Table 5.A.1 provides additional information from those applications, but highlights include the following:

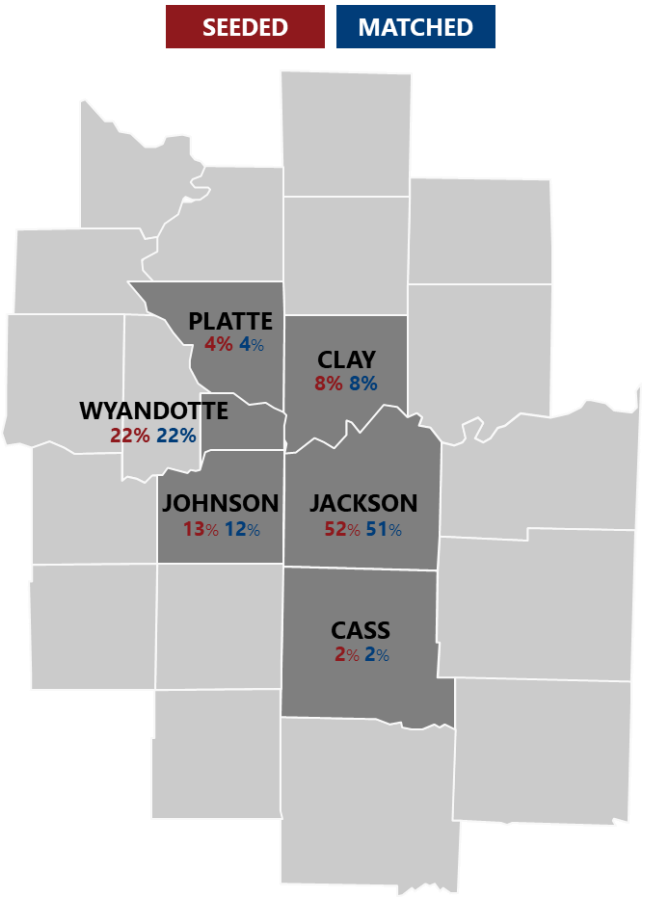
- **Students receiving seeded accounts are predominantly female; matched awardees are even more so.** Almost 85 percent of matched awardees are female—significantly higher than the two-thirds of seeded awardees.

- **Persons of color account for a large majority of matched and seeded awardees.** Just over one-quarter of awardees self-report their ethnicity as white; the other three-quarters are either persons of color, including multiracial backgrounds, or have chosen not to identify their race/ethnicity. In the previous cohorts, the selection of awardees placed emphasis on county of residence, which resulted in an overrepresentation of whites among the matched awardees. The selection process this year placed less emphasis on county of residence, and the result is that the racial/ethnic distribution of matched awardees is quite similar to that of seeded awardees.

- **The majority of students live in homes in which their parents have modest educational achievement.** More than two-thirds of seeded awardees and four out of five matched awardees indicate their parents do not have a college degree. Very similar shares of awardees report eligibility for free or reduced-price lunch, with some 10–20 percent unsure of their status. The measure of financial need used by the program is the EFC as determined by the applicant's FAFSA or FAFSA4caster. Lower EFCs imply greater financial need, and for one to be eligible for the savings account, EFC must not exceed 12,000. For seeded awardees, the average EFC was 3,226; for matched awardees, it was 2,483. While these represent moderate family incomes, they are higher than either the traditional or adult learner scholarship applicants.

- **Jackson County benefited from the reduced weight placed on the applicant's county of residence in choosing matched awardees.** In the first two years of the scholarship program, KCS ensured that each county in the region was awarded a similar share of the matched awards. As a result, Jackson County was underrepresented in terms of matched awards and Cass, Clay, and Platte Counties were overrepresented. As shown in Appendix Table 5.A.1, in this cohort, Jackson County has over half of seeded and matched awardees. As shown in the figure, the geographic distributions of seeded and matched awardees are virtually identical.

Figure 5.2
County distributions of matched and seeded awardees are virtually identical.

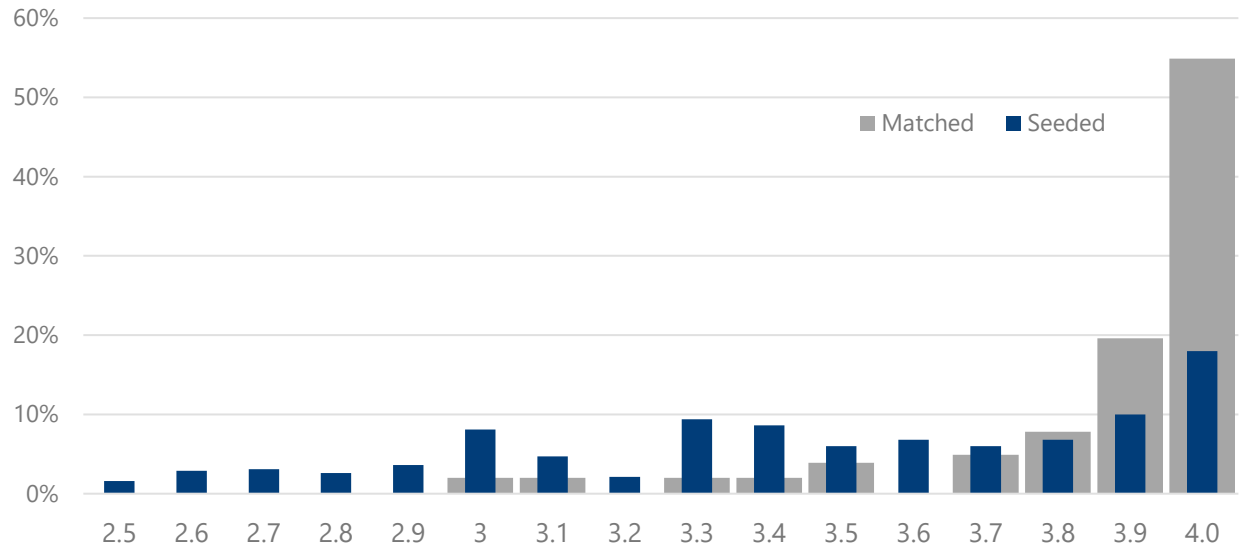


WHAT HIGH SCHOOL AND COMMUNITY EXPERIENCES DID STUDENT'S HAVE?

Appendix Table 5.A.2 shows students' experiences in high school, their community activity participation and leadership, and their weekly hours of family commitments. The scoring rubric gives weight to all three items, favoring applicants with higher GPAs, those with more community activities and leadership, those currently employed, and those with more hours of required family commitment. (Note that applications were submitted during the second semester of 9th grade, with most students 14 or 15 years old, so the GPA represents a single semester of work and students have had limited opportunities for employment or to get involved in activities.)

- **GPAs are high.** As with the traditional scholarship, eligibility is limited to students with a GPA of at least 2.5. Among all awardees, the average GPA is 3.52, and almost one-quarter have at least a 4.0. As GPA is a factor that helps determine who gets the match, the average GPA of matched awardees (3.86) is higher than that of seeded awardees (3.47). Moreover, more than half of matched awardees reported a GPA of at least 4.0, compared to about one-fifth of seeded awardees (Figure 5.3).

Figure 5.3
CSA student GPAs are high.



- **Matched awardees have much higher rates of activity participation than seeded awardees.** Almost 85 percent of matched awardees report involvement in at least two activities in school, church, or the community. Just under 40 percent of these indicated that they hold or had held a leadership role. For the individuals with seeded accounts, the percentage of awardees involved in at least two activities is about 50 percent, of whom about 30 percent indicated that they hold or had held a leadership position.

- **Few matched or seeded awardees have been employed.** Given the age of applicants, it is not surprising that more than 70 percent of matched awardees and over 90 percent of seeded awardees held no current or past employment.

- **Family commitment time is relatively low for both types of awardees.** Only about one-third of matched awardees spend more than five hours per week on family commitments, and less than one-quarter of seeded awardees do. All together, nearly half of awardees indicated no required commitment, and one-fourth indicated just 1–5 hours per week.

WHERE DO STUDENTS ASPIRE TO GO TO COLLEGE?

The matching incentive is available to students who enroll at one of 17 IHEs. The application asks each student to indicate his or her first and second choice of college, under the scenarios of receiving or not receiving the matching account.

Technical Note:
Selection of Matched Awardees

The scoring rubric used to select which applicants receive the match assigns points to various items from the application, as discussed above, and to an essay response and a recommendation. These essays and recommendations are scored by community members, with each student's material reviewed by a three-member panel, whose scores are then averaged. The maximum possible total score is 100.

Although the CSM design, in its conception, was intended to award 50 matches, the program awarded 51 matches in 2019. As noted in the text, in previous years, "cut scores" were set separately for each county and they varied widely. However, in 2019, the variation in cut scores across counties was quite modest as seen in Appendix Figure 5.A.1. They ranged from about 73 to about 77. Across all applications, the maximum score was 95.0 and the minimum was 38.7. the appendix figure shows the distribution of applicant scores, with vertical lines denoting the cut scores for each county for each of the cohorts.

As with the traditional and adult scholarships, the possibility of obtaining the match shifts student choices from two-year colleges to four-year universities. Appendix Table 5.A.3 shows the college preferences (combining first and second choices) among seeded and matched awardees under each scenario.

In the scenario of receiving the matched account, the institutions with the four largest shares are all four-year universities: University of Kansas, University of Missouri–Kansas City, Kansas State University, and University of Missouri at Columbia. These four universities account for over 60 percent of total responses, with community college campuses drawing just over 10 percent of responses. Under the scenario of *not* receiving the match, the community college share increases to over a quarter, and the share for the four universities falls to around 40 percent.

6. CONCLUSIONS

This chapter highlights the conclusions from the analyses for consideration by the KC Scholars administrative team. Most of the conclusions presented here pertain to a single component of the program; however, as noted below, some pertain to two or all three components.

CONCLUSIONS

- The extent to which the KCS programs has become institutionalized in a relatively short operational time frame of three years is impressive. With a modest administrative budget and staffing, the programs are well-known and well-accepted over a wide geographic span of six counties. Effective collaborations have been established with many stakeholders. For example, the KCS Postsecondary Network has been useful for communication, but also for problem solving.
- The intent of the scholarships is to facilitate college enrollments of students from families of low-to-modest means. In last year's report, we noted that the targeting of the traditional scholarship program improved between the first and second cohort because for eligible submissions and awardees, (1) the percentage with parents with a college degree decreased, (2) the percentage who were eligible for free or reduced-price lunches (FRL) increased, and (3) expected family contributions decreased. These trends all occurred again in 2019 relative to both of the first two cohorts suggesting that the targeting of the scholarship improved even further.
- The third year for the program brought about an exciting circumstance. It was the first year that traditional scholarship awardees attended college. Our survey of these students seemed to indicate that they had navigated the year quite successfully. Between 40 and 70 percent of the survey respondents (self-)reported that having the scholarship resulted in their taking more credits, working less, borrowing less, studying more, achieving better grades, or participating in clubs or extracurricular activities. The students also reported that although "managing finances" was an issue, they had financial plans for their entire education under control. The students made use of the supports that were offered to them at their institutions, and with only a couple of exceptions, they intended to pursue a second year of higher education (over 95 percent at their current college.) While it is hard to parse out causal factors, we presume that the traditional scholarship was an important element in explaining the successful transition to college.
- Analyses of the information provided on the KCS application regarding college preferences for all three cohorts of traditional scholarship applicants suggested a strong preference for public four-year institutions if students were to be awarded the scholarship. This preference was confirmed by both the first and second cohort of traditional scholarship awardees in survey responses. A large share of cohort one college attendees suggested that they would have attended a community college if they had not been awarded the scholarship. The survey of cohort two awardees (which occurred at the end of their senior year of high school) also confirmed the preference for attending a public four-year institution.
- In focus groups that collectively included several dozen students, awardees of either the traditional scholarship or the matched college savings account suggested that receiving an award did not influence their course taking or involvement in school activities. Nonetheless, between 25–40 percent of cohort two awardees reported that it resulted in better grades, less part-time employment, more volunteering, or more study time during their senior year of high school.

- The majority of adult learner applications came from residents of Jackson County, although the percentage from that county was much lower than in either of the two prior cohorts. The county with the largest increase in applications was Johnson County.
- Allowing individuals who had earned an associate degree to apply for the adult learner scholarship resulted in a substantial change in the characteristics of the pool of adult learners. Prior postsecondary (self-reported) GPAs were higher. The percentage of community colleges as prior institutions was higher. The percentage of applicants who indicated that they did not complete their prior education for academic reasons was lower. The percentage of adult learners who intended to pursue a bachelor's degree was higher.
- Many of the students who had been awarded either a matched or seeded college savings account acknowledged in focus groups that they and their parents did not fully understand the details of their accounts. They indicated uncertainty about how to deposit funds, although their parents may be more knowledgeable than they themselves are.
- Women substantially outnumber men among submissions and awardees in all three components of KCS in all cohorts. However, the gender gap for awardees is especially wide in cohort three. For the traditional scholarship, the percentage of submissions from women is about 69 percent; for awardees, it is 78 percent. For the college savings accounts, the percentage of seeded accounts provided to women is 64 percent; for matched accounts, it is 84 percent. For the adult learner scholarship, the percentage of submissions and awardees from women is 83 percent.

7. Data Appendix

Table 3.A.1
Characteristics of traditional scholarship eligible submissions and awardees, by cohort

Characteristic	Cohort 1		Cohort 2		Cohort 3	
	Eligible	Awardees	Eligible	Awardees	Eligible	Awardees
Gender						
Female	69.2	72.3	67.5	76.2	68.8	77.9
Ethnicity						
African American	27.1	23.5	25.4	24.1	28.4	20.4
Asian	9.7	12.0	7.9	11.9	8.4	10.8
Hispanic/ Latino	25.3	34.0	28.3	28.7	26.5	37.3
White	29.4	23.1	30.6	26.4	27.6	24.5
Other/multiracial/ NR	8.5	7.4	7.8	8.9	9.1	7.0
Parent has 4-yr degree						
Yes	30.5	17.2	29.6	15.9	27.6	11.1
Free/reduced-price lunch eligibility						
Yes	60.4	70.5	62.5	75.1	65.8	79.3
No	25.8	14.1	26.2	15.4	22.5	10.2
Unsure/DK	13.7	15.4	11.4	9.6	11.7	10.5
Avg. EFC	2,619	1,136	2,090	795	1,979	633
County of Residence						
Cass (MO)	3.0	3.5	3.5	2.9	3.6	1.0
Clay (MO)	9.0	7.4	7.2	6.1	8.8	8.0
Jackson (MO)	44.9	45.3	43.6	47.0	46.5	46.8
Johnson (KS)	16.1	13.0	17.6	13.3	14.1	10.5
Platte (MO)	3.8	4.2	2.6	2.9	3.9	3.2
Wyandotte (KS)	22.8	26.0	24.8	27.5	22.6	30.6
Other	0.5	0.7	0.7	0.3	0.6	0.0
Sample Size	1,050	285	1,396	345	1,506	315

NOTE: Table entries are percentages except for expected family contribution. "Eligible" refers to eligible submissions. NR means nonresponse. DK means don't know. Totals may not sum to 100.0 because of rounding.

Table 3.A.2
Academic achievements, community activities, employment, and family commitment of traditional scholarship eligible submissions and awardees, by cohort

Characteristic	Cohort 1		Cohort 2		Cohort 3	
	Eligible	Awardees	Eligible	Awardees	Eligible	Awardees
High school GPA						
Mean	3.34	3.61	3.44	3.77	3.40	3.72
4.0 or higher	10.2	16.4	11.9	22.1	9.5	19.4
ACT score						
Mean	22	22	22.4	22.7	22.1	23.3
≥ 28	13.1	13.0	14.0	16.3	18.0	19.5
Sample size for ACT score	363	98	413	135	339	77
School, church, community activity						
Two plus and leadership role in at least one	34.3	50.5	34.2	54.2	33.7	62.1
Two or more; no leadership	31.6	32.4	37.5	35.9	36.3	31.8
One activity	20.2	12.9	17.8	9.0	16.5	5.1
No activity	13.9	3.5	10.5	0.9	13.5	1.0
Employment experience						
More than one job	1.5	2.4	2.2	3.8	2.5	3.8
Full time	0.7	1.0	0.8	1.2	1.0	1.6
Part time	43.2	55.1	42.8	57.1	42.5	56.4
Previous work exper.	15.0	12.2	16.1	12.5	14.1	13.4
Never worked	39.5	28.6	38.1	25.5	39.9	24.8
Weekly hours, fam. commitment						
11 or more	11.6	30.0	8.1	15.4	9.2	17.2
6–10	19.2	33.4	14.7	16.2	14.4	18.5
1–5	26.7	22.6	22.9	23.8	24.6	23.9
None	42.5	13.2	54.3	44.6	51.9	40.4

NOTE: Table entries are percentages except for average GPA and ACT score. "Eligible" refers to eligible submissions. Totals may not sum to 100.0 because of rounding. Except for ACT score, the sample sizes are identical to those in Table 3.A.1.

Table 3.A.3
Traditional scholarship eligible submissions and awardees college choices, by scholarship receipt scenario, by cohort

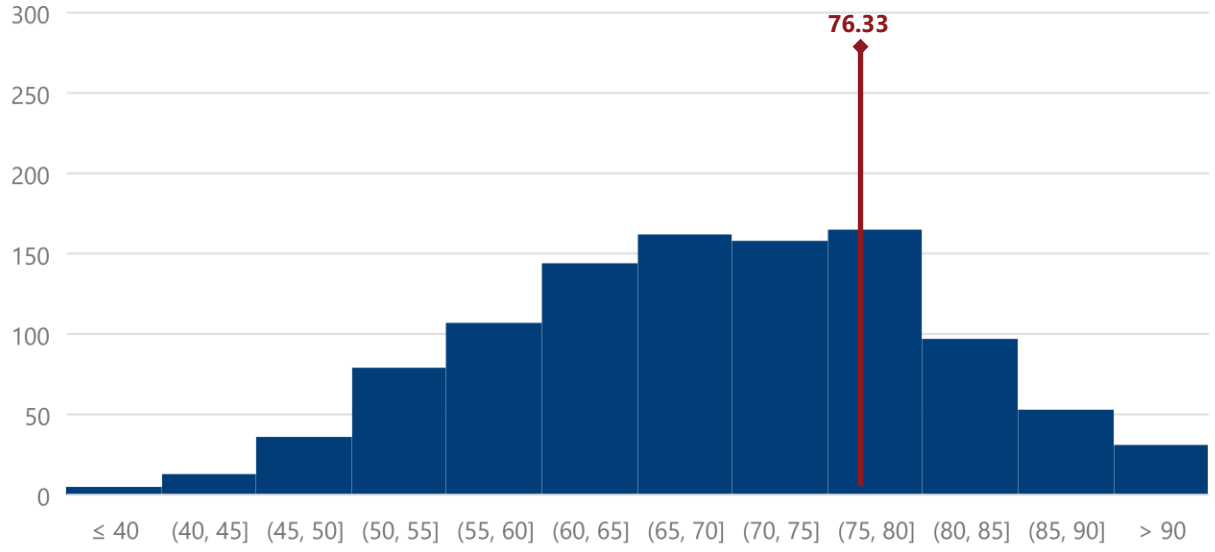
Institution	Cohort 1		Cohort 2		Cohort 3	
	Eligible	Awardees	Eligible	Awardees	Eligible	Awardees
Avila University	[2.0, 2.4]	[2.3, 2.5]	[2.7, 2.6]	[1.7, 2.8]	[2.8, 2.3]	[2.5, 4.3]
Baker University	[2.2, 1.5]	[2.5, 2.1]	[3.7, 1.5]	[2.3, 1.6]	[3.7, 1.3]	[4.0, 2.7]
Donnelly College	[0.6, 1.8]	[0.7, 2.8]	[0.4, 1.4]	[0.1, 1.2]	[0.4, 1.7]	[0.5, 1.4]
Johnson Co. Comm. Coll.	[2.5, 11.4]	[1.6, 11.8]	[4.3, 12.0]	[2.2, 8.8]	[3.8, 11.9]	[2.7,12.8]
Kansas City Art Institute	[1.4, 1.0]	[1.2, 0.0]	[2.3, 1.2]	[2.6, 1.4]	[1.9, 1.2]	[1.1, 0.8]
Kansas City, KS Comm. Coll.	[2.3, 8.7]	[0.9, 10.2]	[2.7, 9.7]	[1.4, 10.0]	[2.6, 9.6]	[1.8, 9.1]
Kansas State University	[11.4, 5.7]	[12.3, 4.4]	[13.8, 6.5]	[12.8, 6.7]	[12.2, 5.1]	[12.9, 4.5]
Lincoln University	[2.3, 1.8]	[3.0, 1.8]	[1.4, 1.2]	[1.7, 1.2]	[2.0, 1.6]	[1.0, 1.2]
Metro CC–Blue River	[0.5, 2.4]	[0.0, 2.5]	[0.6, 1.9]	[0.9, 1.7]	[0.6, 2.8]	[0.5, 2.9]
Metro CC–Business Tech	[0.1, 0.6]	[0.0, 0.5]	[0.2, 0.6]	[0.0, 0.4]	[0.1, 0.7]	[1.0, 0.4]
Metro CC–Longview	[0.6, 3.8]	[0.2, 4.2]	[0.9, 3.5]	[0.9, 2.5]	[1.3, 4.7]	[0.6, 2.7]
Metro CC–Maple Woods	[0.6, 3.3]	[0.4, 3.0]	[0.4, 1.9]	[0.0, 1.7]	[0.7,3.5]	[0.2, 2.5]
Metro CC–Penn Valley	[0.9, 5.3]	[0.7, 6.5]	[0.7, 3.8]	[0.3, 4.9]	[1.5, 6.2]	[1.4, 6.0]
Park University	[3.9, 3.2]	[3.2, 3.7]	[4.1, 2.9]	[4.4, 2.6]	[3.6, 3.2]	[2.9, 2.3]
Rockhurst University	[3.7, 2.1]	[2.8, 1.9]	[4.3, 2.3]	[6.7, 2.9]	[3.5, 1.7]	[3.7, 1.6]
Univ. of Central Missouri	[7.2, 6.7]	[7.0, 6.1]	[7.2, 5.8]	[5.8, 5.5]	[8.2, 6.2]	[5.7, 6.2]
University of Kansas	[17.6, 7.1]	[18.8, 5.4]	[19.2, 8.3]	[20.3, 8.8]	[17.8, 7.3]	[20.4, 7.0]
Univ. of Missouri	[11.7, 4.6]	[14.9, 5.1]	[11.4, 4.9]	[13.2, 6.8]	[12.4 5.4]	[13.2, 6.9]
University of Missouri–KC	[17.9,14.0]	[18.9,14.7]	[17.6, 12.4]	[21.2, 13.2]	[19.0, 13.9]	[22.6,15.7]
Western Govs. University	[0.1, 0.1]	[0.0, 0.2]	[0.1, 0.1]	[0.1, 0.0]	[0.0, 0.1]	[0.0, 0.2]
William Jewell College	[1.9, 1.2]	[1.4, 1.1]	[1.9, 1.0]	[1.4, 1.3]	[1.9, 1.1]	[2.4, 0.8]
Other	[8.8,16.1]	[7.4, 9.6]	[0.0, 14.6]	[0.0,13.9]	[0.0, 9.2]	[0.0, 8.9]
Sample size	2,100	570	2,782	690	3.012*	628**

NOTE: [aaa, bbb] indicates the college choices under the scenarios of being awarded; not being awarded the traditional scholarship. "Eligible" refers to eligible submissions. The sample sizes are doubled because they include first and second choices under both award/nonaward scenarios.
*Sample size is 3,012 for the award scenario; 2,260 for the nonaward scenario.
**Sample size is 628 for the award scenario; 485 for the nonaward scenario.

Figure 3.A.1
Rubric score distribution of eligible submissions, by cohort

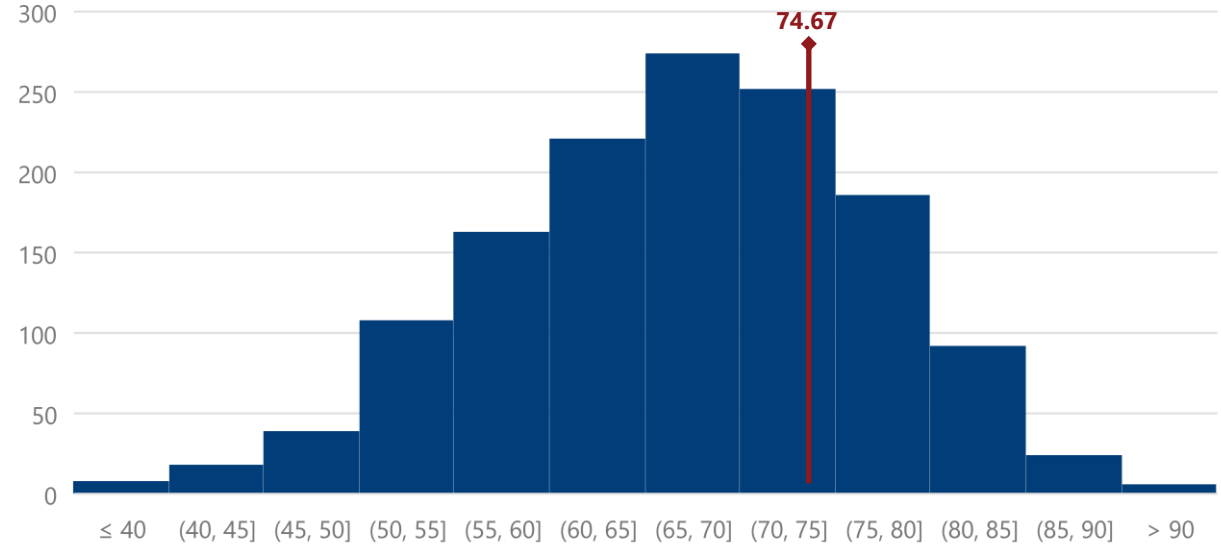
Cohort 1

Number of submissions



Cohort 2

Number of submissions



Cohort 3

Number of submissions

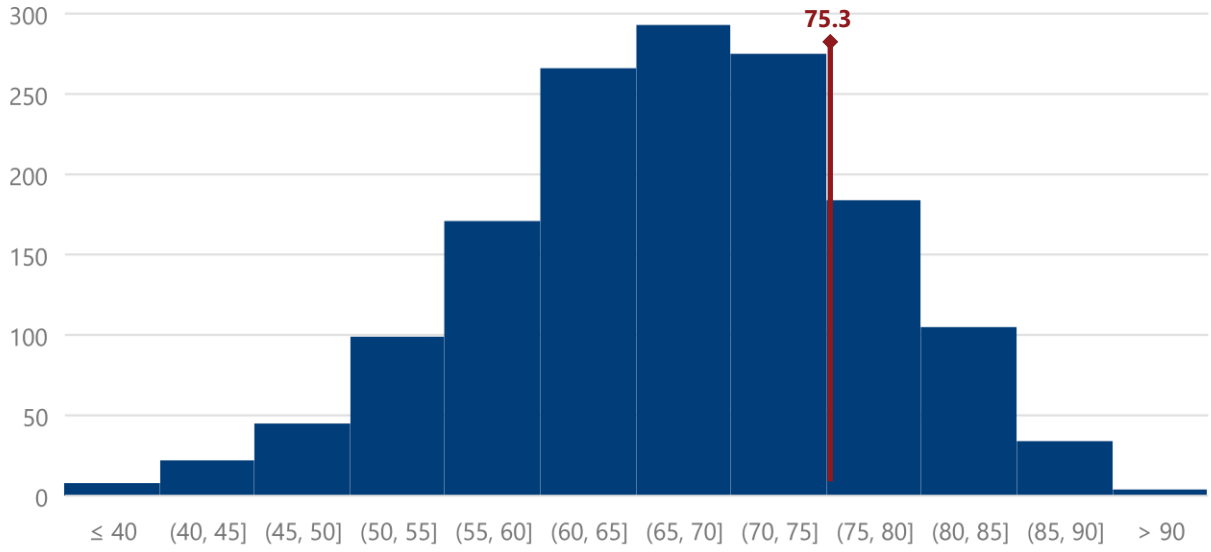


Table 4.A.1
Characteristics of adult learner scholarship awardees, by cohort

Characteristic	Cohort 1	Cohort 2	Cohort 3
Gender			
Female	76.9	90.4	82.9
Ethnicity			
African American	63.7	62.0	59.2
Hispanic/ Latino	8.8	6.6	8.7
White	23.1	17.5	20.9
Other/multi-racial/NR	4.4	13.8	11.2
Age			
24–30	30.3	27.2	22.8
31–40	41.6	34.6	40.9
41–50	19.1	23.5	21.8
Over 50	9.0	14.7	14.5
Average (years)	36.1	38.5	38.4
Veteran Status			
---Yes	2.2	3.6	5.1
Parent has 4-year degree			
Yes	19.8	21.2	20.9
Avg. EFC	1,940	2,008	1,948
County of Residence			
Cass (MO)	1.1	0.7	3.1
Clay (MO)	9.9	8.8	9.7
Jackson (MO)	69.2	72.3	61.0
Johnson (KS)	6.6	5.1	12.3
Platte (MO)	2.2	2.9	2.6
Wyandotte (KS)	11.0	10.2	11.3
Sample Size	91	137	196

NOTE: Table entries are percentages except for average expected family contribution and age. NR means nonresponse. Totals may not sum to 100.0 because of rounding.

Table 4.A.2
Prior postsecondary experience, community involvement, employment, and family commitments of adult learners, by cohort

Characteristic	Cohort 1	Cohort 2	Cohort 3
Prior degree pursued			
Associate	44.0	45.3	44.4
Bachelor's	52.7	45.3	45.9
Not in a degree program	3.3	9.5	9.7
Prior postsecondary GPA			
2.50 or less	56.1	54.7	39.3
2.51 – 3.00	20.9	26.3	28.1
3.01 – 3.50	15.4	13.9	24.5
3.50 or better	7.7	5.1	8.2
Mean	2.61	2.71	2.72
Noncompletion reason			
Academic	13.2	17.5	7.1
Family	50.5	62.0	49.5
Financial	72.5	64.2	70.4
Personal	40.7	43.8	30.6
Other	12.1	10.2	13.1
Degree intention			
Associate	36.3	53.3	28.1
Bachelor's	57.1	38.7	60.2
Unsure	5.5	5.8	10.2
Other	1.1	2.2	1.5
School, church, community activity participation			
Two plus leadership role in at least one	0.0	14.6	18.4
Two plus; no leadership role	25.3	19.0	15.8
One activity	34.1	21.9	25.5
No community activity	40.7	44.5	40.3
Employment experience			
Currently more than one job	0.0	9.5	8.7
Currently working full-time	73.6	53.3	60.2
Currently working part-time	13.2	18.2	16.3
Previously employed,	11.0	13.9	12.8
Never worked	2.2	2.2	2.0
Hours of family commitment per week			
11 or more	22.0	32.1	29.6
6–10	15.4	19.0	19.9
1–5	28.6	22.6	19.4
No required commitment	34.1	26.3	31.1

NOTE: Table entries are percentages except for average GPA. Totals may not sum to 100.0 because of rounding. Sample sizes are identical to those in Table 4.A.1.

Table 4.A.3
College choice distributions among adult awardees, by scholarship receipt scenario, by cohort

Institution	Cohort 1		Cohort 2		Cohort 3	
	Award	Nonaward	Award	Nonaward	Award	Nonaward
Avila University	7.1	4.9	4.7	4.0	4.6	3.0
Baker University	3.8	2.2	2.6	0.7	0.8	1.7
Donnelly College	2.7	2.2	0.7	1.8	2.3	1.7
Johnson County Community College	6.0	7.7	8.0	7.3	4.3	8.4
Kansas City Art Institute	0.0	0.0	1.5	0.4	0.3	0.7
Kansas City, Kansas, Community College	5.5	8.2	6.2	4.7	4.1	7.4
Kansas State University	1.6	0.0	0.4	0.0	1.0	2.4
Lincoln University	0.5	0.5	0.4	0.4	0.3	0.7
Metro CC–Blue River	1.1	1.1	2.6	4.4	3.2	2.7
Metro CC–Business Tech	0.5	1.1	2.2	1.8	0.3	0.7
Metro CC–Longview	5.5	9.9	9.1	9.9	5.4	5.7
Metro CC–Maple Woods	4.9	4.9	3.3	4.4	2.0	3.7
Metro CC–Penn Valley	15.4	24.2	17.9	21.9	13.5	17.2
Park University	8.2	4.9	8.8	6.2	12.5	6.7
Rockhurst University	3.3	2.2	1.8	0.4	1.5	1.0
University of Central Missouri	4.4	1.6	4.7	2.2	7.7	6.4
University of Kansas	3.3	1.6	2.9	2.6	6.4	6.1
University of Missouri at Columbia	1.1	1.1	0.7	1.1	2.0	2.0
University of Missouri–Kansas City	20.3	13.2	16.4	9.5	23.0	10.1
Western Governors University	2.7	1.6	4.4	3.6	4.3	2.4
William Jewell College	0.0	0.0	0.7	0.7	0.8	0.0
Other	1.6	6.6	0.0	12.0	0.0	9.4
Sample Size	182		274		396	297

NOTE: Totals may not sum to 100.0 because of rounding. The sample sizes are doubled because they include first and second choices under both award/nonaward scenarios.

Table 5.A.1
Characteristics of CSA seeded and matched awardees, by cohort

Characteristic	Cohort 1		Cohort 2		Cohort 3	
	Seeded	Matched	Seeded	Matched	Seeded	Matched
Gender						
Female	70.3	65.7	67.6	73.9	63.8	84.3
Ethnicity						
African American	36.4	17.1	32.6	11.6	28.1	27.5
Asian	3.4	12.9	5.3	5.8	6.5	9.8
Hispanic/ Latino	17.8	28.6	26.9	23.2	30.2	23.5
White	28.0	34.3	28.0	46.4	25.5	25.4
Other/multi-racial/NR	14.4	7.1	7.2	13.0	9.7	13.8
Parent has 4-year degree						
Yes	29.7	34.3	37.2	37.7	33.1	17.6
Free/reduced-price lunch eligibility						
Yes	64.1	64.3	61.6	58.0	66.1	82.4
No	20.5	25.7	23.1	25.6	19.8	9.8
Unsure/DK	15.4	10.0	15.3	17.4	14.1	7.8
Avg. EFC	2,427	2,008	2,633	1,696	3,226	2,483
County of Residence						
Cass (MO)	0.8	5.7	4.2	10.1	2.1	2.0
Clay (MO)	2.5	14.3	3.8	14.5	7.8	7.8
Jackson (MO)	61.0	24.3	47.0	30.4	51.8	51.0
Johnson (KS)	8.5	12.9	15.9	10.1	13.0	11.8
Platte (MO)	0.8	17.1	1.5	14.5	3.6	3.9
Wyandotte (KS)	25.4	24.3	26.9	15.9	21.6	21.6
Other	0.8	1.4	0.8	4.3	0.0	2.0
Sample Size	118	70	264	69	384	51

NOTE: Table entries are percentages except for average expected family contribution (EFC). Totals may not sum to 100.0 because of rounding..

Table 5.A.2
GPA, high school and community activities, employment, and family commitment of CSA matched and seeded awardees, by cohort

Characteristic	Cohort 1		Cohort 2		Cohort 3	
	Seeded	Matched	Seeded	Matched	Seeded	Matched
High school GPA						
Mean	3.51	3.71	3.56	3.86	3.47	3.86
4.0 or higher	17.6	30.0	26.7	55.6	18.0	54.9
School, church, community activity						
Two plus and leadership role in at least one	13.6	38.6	18.7	42.0	14.1	35.3
Two or more; no leadership	28.0	31.4	39.3	50.7	34.9	49.0
One activity	35.6	27.1	22.8	5.8	24.0	13.7
No activity	22.9	2.9	19.2	1.4	27.1	2.0
Employment experience						
Full time or > one job	0.7	1.0	0.7	1.4	1.0	1.6
Part time	43.2	55.1	7.5	17.4	42.5	56.4
Previous work experience	15.0	12.2	2.7	0.0	14.1	13.4
Never worked	39.5	28.6	89.0	81.2	39.9	24.8
Weekly hours of family commitment						
11 or more	11.6	30.0	6.4	17.4	9.2	17.2
6–10	19.2	33.4	11.6	14.5	14.4	18.5
1–5	26.7	22.6	32.2	39.1	24.6	23.9
None	42.5	13.2	49.8	29.0	51.9	40.4

NOTE: Table entries are percentages except for GPA mean. Totals may not sum to 100.0 because of rounding. Sample sizes are as given in Table 5.A.1.

Table 5.A.3
College choice distributions among CSA awardees, by match receipt scenario, by cohort

Institution	Cohort 1		Cohort 2		Cohort 3	
	Seeded	Matched	Seeded	Matched	Seeded	Matched
Avila University	[2.5, 2.1]	[1.4, 2.1]	[2.1, 2.1]	[0.7, 2.9]	[2.3, 0.7]	[2.0, 1.4]
Baker University	[1.3, 2.1]	[2.1, 2.1]	[4.9, 3.0]	[1.4, 0.7]	[2.9, 1.6]	[6.9, 1.4]
Donnelly College	[0.8, 2.1]	[0.0, 0.0]	[0.9, 2.5]	[0.7, 0.0]	[0.7, 1.7]	[0.0, 0.0]
Johnson Co. Comm. Coll.	[2.1, 8.9]	[2.9, 5.7]	[3.6, 9.3]	[3.6, 9.4]	[2.9, 8.4]	[2.0, 12.2]
Kansas City Art Institute	[2.5, 3.8]	[0.0, 2.9]	[2.1, 2.3]	[2.9, 0.7]	[2.7, 2.1]	[2.9, 0.0]
Kansas City, KS Comm. Coll.	[2.5, 6.8]	[3.6, 8.6]	[3.0, 6.8]	[2.2, 6.5]	[3.6, 10.9]	[3.9, 9.5]
Kansas State University	[11.9, 5.1]	[13.6, 7.9]	[14.4, 7.6]	[15.9, 5.8]	[13.4, 7.8]	[7.8, 8.1]
Lincoln University	[3.6, 2.5]	[1.4, 0.0]	[2.7, 1.7]	[1.4, 1.4]	[2.7, 0.9]	[2.0, 0.0]
Metro CC–Blue River	[0.8, 2.5]	[0.0, 0.7]	[0.6, 0.2]	[0.0, 0.0]	[0.8, 1.7]	[0.0, 2.7]
Metro CC–Business Tech	[0.4, 0.8]	[0.0, 1.4]	[0.4, 1.3]	[0.0, 2.2]	[0.4, 0.7]	[0.0, 0.0]
Metro CC–Longview	[0.0, 5.5]	[1.4, 3.6]	[1.3, 2.8]	[0.0, 3.6]	[1.3, 3.1]	[2.0, 2.7]
Metro CC–Maple Woods	[0.4, 0.4]	[1.4, 1.4]	[0.9, 1.9]	[1.4, 4.3]	[0.9, 2.6]	[2.0, 2.7]
Metro CC–Penn Valley	[1.7, 4.7]	[0.0, 5.0]	[0.6, 3.2]	[0.0, 2.9]	[1.6, 5.9]	[1.0, 10.8]
Park University	[2.1, 4.2]	[0.7, 2.1]	[3.2, 2.7]	[5.8, 2.2]	[3.6, 3.6]	[2.9, 2.7]
Rockhurst University	[4.7, 5.5]	[1.4, 2.9]	[4.7, 2.5]	[3.6, 1.4]	[3.9, 2.2]	[4.9, 2.7]
Univ. of Central Missouri	[8.9, 3.8]	[5.0, 6.4]	[6.6, 5.7]	[5.1, 4.3]	[5.3, 5.3]	[3.9, 0.0]
University of Kansas	[12.3, 7.2]	[21.4, 10.0]	[19.5,11.7]	[22.5, 10.1]	[19.8, 10.0]	[17.6, 9.5]
Univ. of Missouri	[13.6, 6.8]	[15.0, 6.4]	[12.1, 5.9]	[15.2, 6.5]	[9.6, 6.4]	[11.8, 4.1]
University of Missouri–KC	[14.4,10.2]	[17.9, 13.6]	[14.8, 9.7]	[15.9, 11.6]	[18.1, 13.8]	[20.6, 17.6]
Western Govs. University	[0.0, 0.4]	[0.0, 1.4]	[0.2, 0.0]	[0.0, 0.0]	[0.1, 0.2]	[0.0, 0.0]
William Jewell College	[1.7, 2.5]	[4.3, 0.0]	[1.3, 0.8]	[1.4, 2.9]	[3.3, 1.9]	[5.9, 2.7]
Other	[11.4,11.9]	[6.4,15.7]	[0.0, 16.5]	[0.0, 20.3]	[0.0, 8.6]	[0.0, 9.5]
Sample size	236	140	528	138	768*	102**

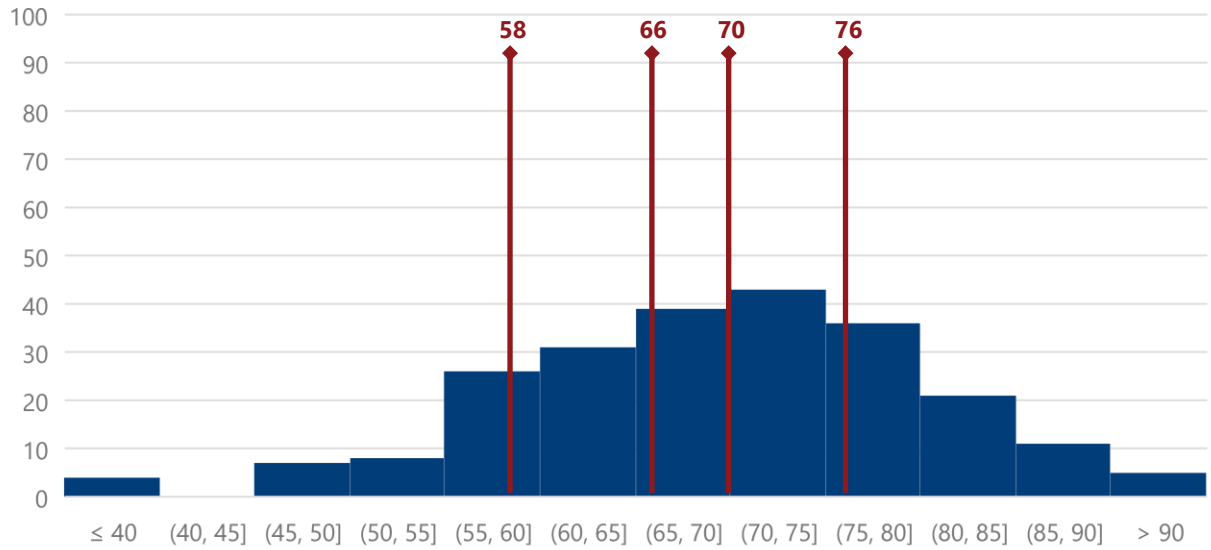
NOTE: [aaa, bbb] indicates the college choices under the scenarios of being awarded; not being awarded the traditional scholarship. The sample sizes are doubled because they include first and second choices under both award/non-award scenarios.

*Sample size is 768 for the award scenario; 580 for the non-award scenario.
**Sample size is 102 for the award scenario; 74 for the non-award scenario

Figure 5.A.1
Rubric score distribution of CSA submissions, by cohort

Cohort 1

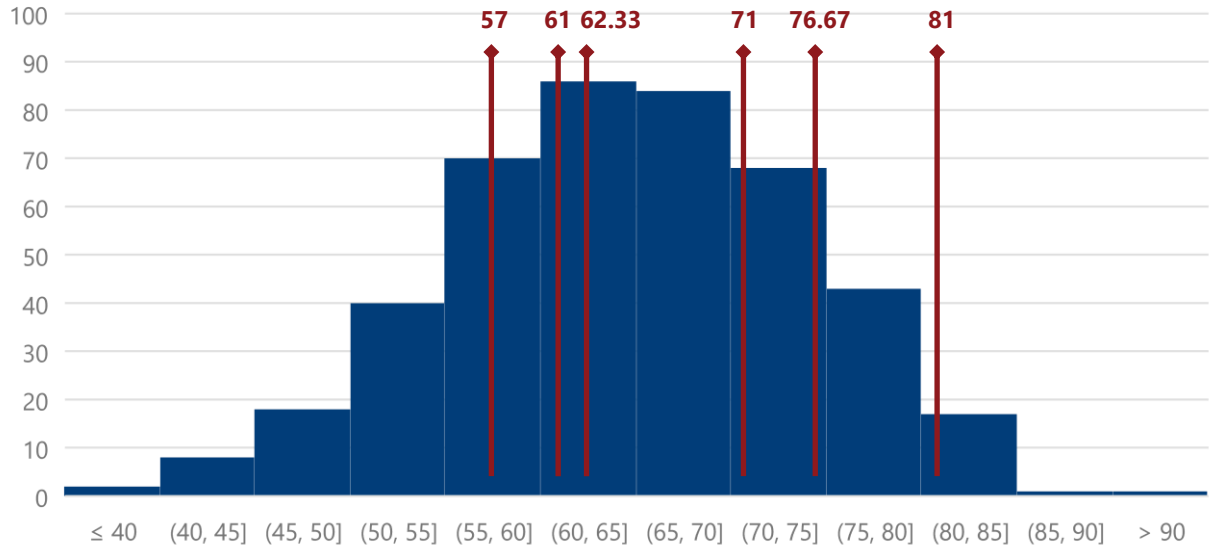
Number of submissions



From left to right, cut scores are for Platte, Clay, Cass, Jackson/Johnson/Wyandotte (tie)

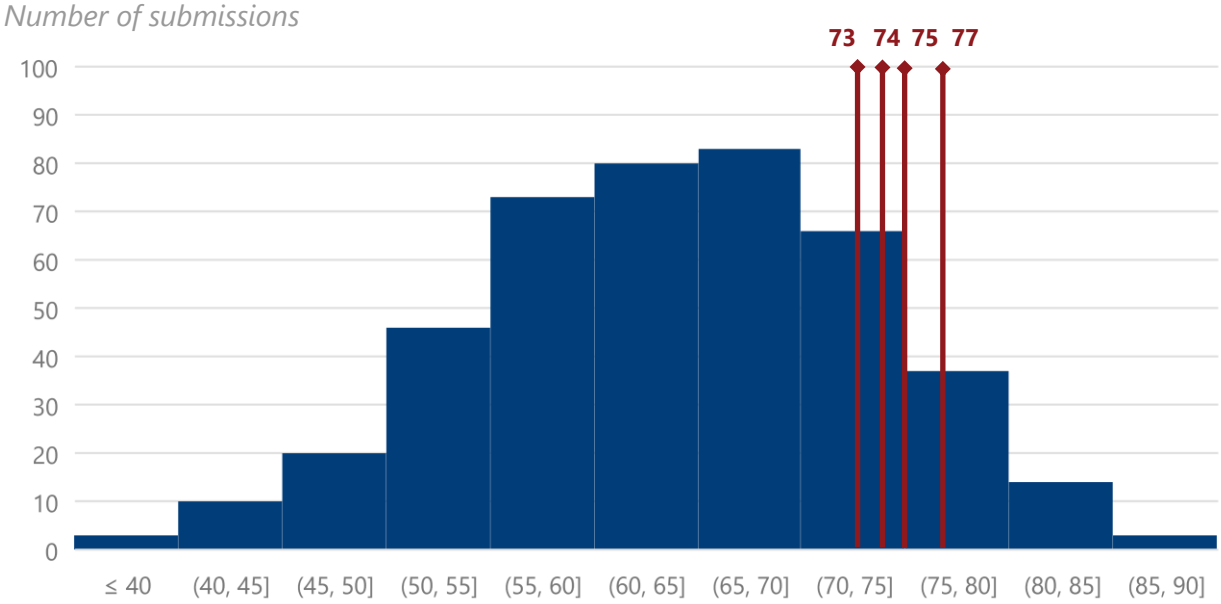
Cohort 2

Number of submissions



From left to right, cut scores are for Cass, Platte, Clay, Johnson, Wyandotte, Jackson

Cohort 3



From left to right, cut scores are for Platte/Wyandotte (tie), Johnson, Clay, Cass/Jackson (tie)