COLLEGE PROMISE PROJECT

Evaluation of the Kansas City Scholars Program

Year 5 Report

2022

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INTRODUCTION

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

The program consists primarily of the following three scholarship components:

Traditional

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

Adult Learner

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

College Savings

In this component, the program has historically offered two different college-savings tracks. In the *seeded accounts,* KC Scholars contributed to a tax-free 529 college savings plan for high school freshmen awardees. For 50 of those awardees, the program also matched any additional student savings at a rate of 4:1, up to $5,000, with up to an additional $2,000 for students in this group of 50 who throughout their subsequent high school years achieve college preparation milestones. The awards for these 50 students are referred to as *matched accounts*. Beginning with the 2021 award cycle, the program awarded matched accounts only and increased the number of awards to 250. College Savings awardees are not automatically awarded a Traditional scholarship; when they reach the 11th grade, they, like all other 11th graders, must apply for a scholarship.

Funding for all three scholarship components—Traditional, Adult Learner, and College Savings—is paid directly to the 17 partner colleges and universities attended by the awardees. Each scholarship is renewable for up to 5 years.

Overview

This is the first of two reports by the WestEd evaluation team that coincide with the Kansas City Scholars Program's fifth year of operation. The first section of the report summarizes trends in the compositions of the eligible applicant pools (hereafter referred to as applicants) and awardee cohorts (hereafter referred to as awardees) over the five award cycles completed to date. The second section describes 2021 award cycle applicants and awardees and the extent to which they reflect the population of the region served by the program, expanding upon a similar analysis conducted for the Year 4 report. The third section examines the average characteristics of the high schools attended by the 2021 Traditional awardees and compares them with the characteristics of other high schools in the region that did not enroll awarded students. The second report, to be released in spring 2022, will present the results from the impact analyses of the Traditional and Adult Learner scholarship components.

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

SUMMARY OF 5 YEARS OF APPLICANT AND AWARDEE CHARACTERISTICS: 2017–2021 AWARD CYCLES

Guiding Questions

- **What are the characteristics of students who have applied to and have been accepted by the KC Scholars program over the 5 years of the program?**
- **To what extent have the KC Scholars applicant pools and awardee cohorts changed over time?**

Five annual award cycles have been completed since the inception of the KC Scholars program, with a total of 9,280 applicants and 5,356 awardees (table 1). The first cohort was awarded scholarships in 2017, and the most recent award cycle was in 2021. This section of the report summarizes the characteristics of the applicant pools and awardee cohorts over these 5 years. The data is presented in two ways—the 5 years of data is combined to summarize the overall trends and is also separated by year to highlight changes over time. This section is organized by each of the three program components: Traditional, Adult Learner, and College Savings.

TABLE 1
Applicants and Awardees of the KC Scholars Program, by Program Component, 2017–2021 Award Cycles

Program Component	Applicants	Awardees
Traditional	6,609	2,962
Adult Learner	782	782
College Savings	1,889	1,612
Total	9,280	5,356

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. All Adult Learners who applied to KC Scholars were awarded a scholarship.

Traditional

Nearly half of Traditional applicants and awardees resided in Jackson County.

When they submitted their applications, roughly 46 percent of students in the applicant pool across all five award cycles came from Jackson County, Missouri; 47 percent of students in the awardee cohort came from the same county (table 2). Wyandotte was the county with the second largest representation of applicants (22 percent) and awardees (24 percent), followed closely by Johnson County with 15 percent of the applicants and 13 percent of the awardees. Applicants and awardees who resided in Cass, Clay, or Platt counties each made up less than 10 percent of the applicant pools and awardee cohorts.

TABLE 2

Percentage of Traditional Applicants and Awardees, by County of Residence, 2017–2021 Award Cycles

County of Residence	Applicants (N = 6,609)	Awardees (N = 2,692)
Cass (MO)	4%	4%
Clay (MO)	9%	9%
Jackson (MO)	46%	47%
Johnson (KS)	15%	13%
Other	1%	1%
Platte (MO)	4%	4%
Wyandotte (KS)	22%	24%

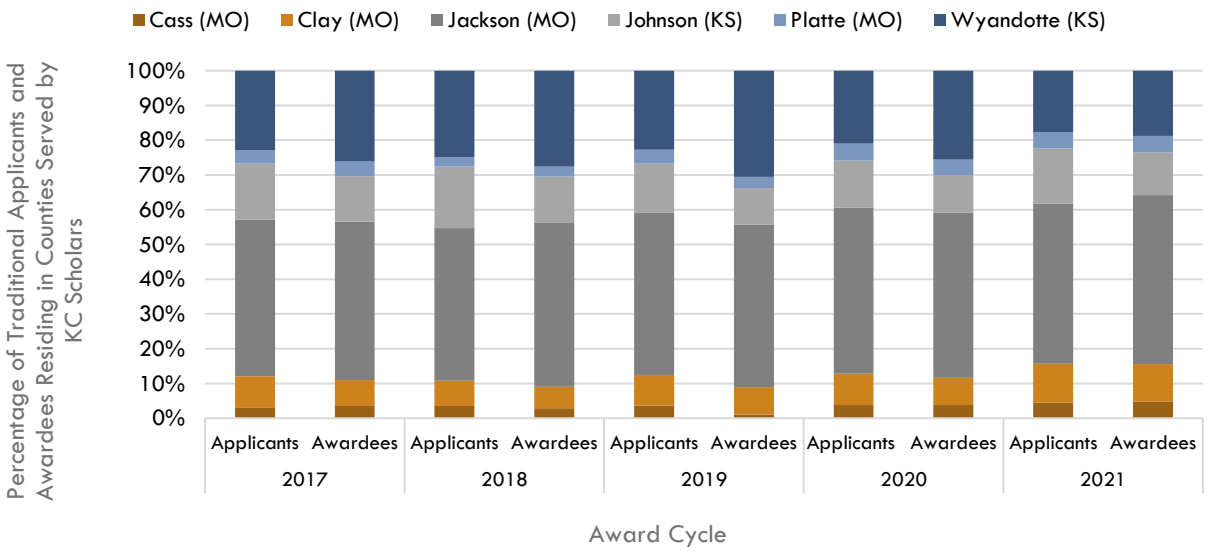
Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100% due to rounding.

The percentage of Traditional applicants and awardees who resided in each county varied only slightly across the 5 years.

Regardless of the award cycle, roughly half of the students in each applicant pool and awardee cohort came from Jackson County, Missouri (figure 1 and appendix C, tables C2 and C3). Between the 2017 and 2021 award cycles, the proportion of applicants and awardees coming from Wyandotte County, Kansas, decreased slightly whereas the proportion of applicants and awardees from Clay, Cass, and Platte Counties in Missouri increased slightly.

Figure 1

Percentage of Traditional Applicants and Awardees, by County of Residence and Year, 2017–2021 Award Cycles



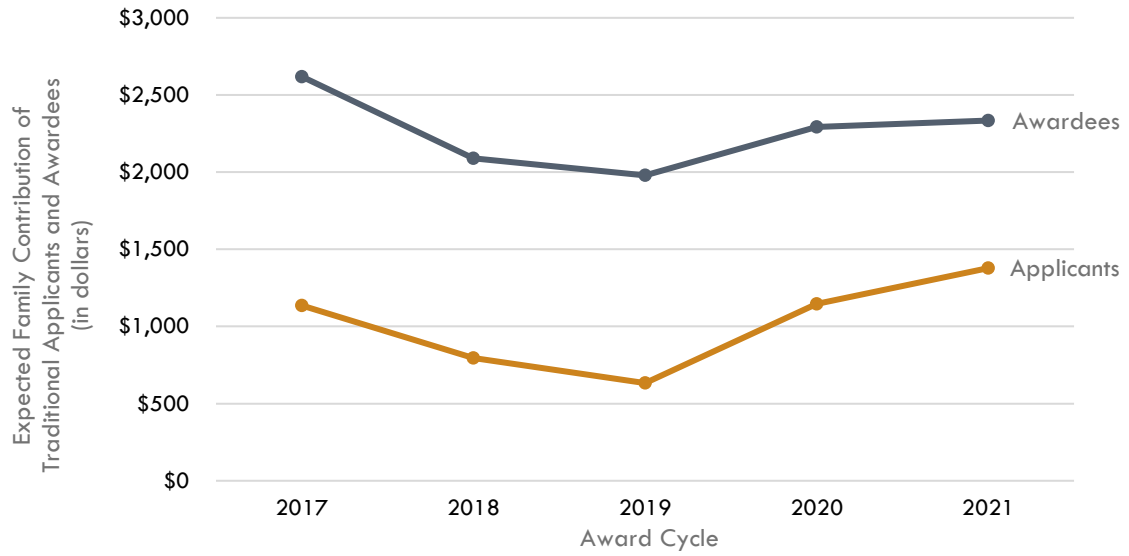
Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100% due to rounding. The percentage of students who resided in other counties was less than 1 percent each year and is therefore not included in the figure.

Overall, Traditional awardees and applicants had high levels of financial economic need, with awardees having greater need than applicants, and the gap between the two decreased slightly over time.

Traditional applicants and awardees have come from low to modest-income backgrounds, as measured by expected family contribution (EFC). On average, awardees had a greater financial need than that of applicants; awardees had an average EFC of $1,018, whereas applicants had an average EFC of $2,263 (appendix A, table A1).

The greatest difference between applicant pools and awardee cohorts was in 2017, when the EFC of students in the applicant pool was roughly $1,483 greater than that of the awardee cohort (figure 2 and appendix C, table C4). In 2021, the most recent award cycle, the financial need remained greater for applicants than it did for awardees, but the average difference had dropped to $957. This smaller EFC gap was due to an increase in applicant need (from $2,619 EFC in 2017 to $2,335 EFC in 2021) and a decrease in awardee need (from $1,136 EFC in 2017 to $1,378 in 2021).

Figure 2
Expected Family Contribution of Traditional Applicants and Awardees, by Year, 2017–2021 Award Cycles



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

The highest proportions of Traditional applicants and awardees were Black, Hispanic, and White, and the racial and ethnic composition of applicants and awardees were similar to each other.

When the data from the five cohorts are combined, the racial and ethnic groups with the highest representation in the applicant pools and awardee cohorts are Black, Hispanic, and White (table 3). The overall racial and ethnic composition of the Traditional applicants was roughly similar to that of the awardees. The proportion of students identifying as Black was 27 percent in the overall applicant pool and 25 percent in the awardee cohort. The average proportion of White students was 28 percent in the overall applicant pool and 27 percent among awardees. The proportion of students identifying as Hispanic in the applicant pool (28 percent) was slightly lower than it was in the awardee pool (31 percent). The same was true for students identifying as Asian; 8 percent of students in the overall applicant pool identified as Asian as opposed to 10 percent in the awardee cohorts.

TABLE 3

Percentage of Traditional Applicants and Awardees, by Racial/Ethnic Group, 2017–2021 Award Cycles

Race/Ethnicity	Applicants (N = 6,609)	Awardees (N = 2,692)
Asian	8%	10%
Black	27%	25%
Hispanic	28%	31%
White	28%	27%
Multiracial/Other/No Response	9%	8%

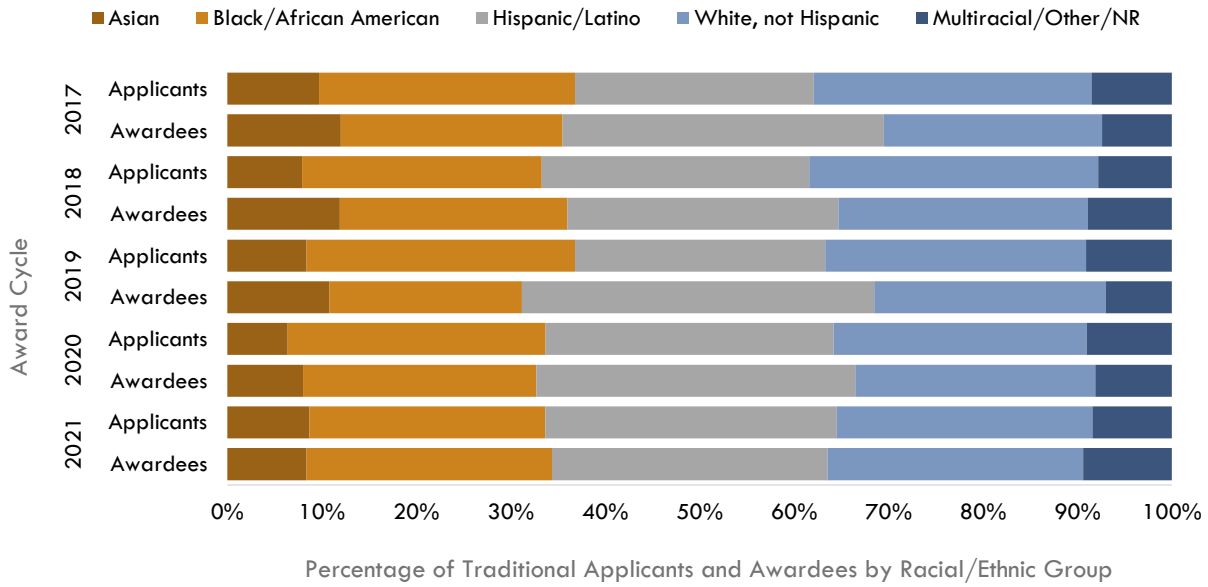
Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100% due to rounding.

The racial and ethnic composition of Traditional applicants was similar to that of the awardees.

Over the five years of the program, there were minimal differences in the racial and ethnic composition of the Traditional applicants and awardees (figure 3 and appendix C, tables C5 and C6). The proportion of Black students in the applicant pool was larger than that in the awardee cohort in 2017, 2018, 2019, and 2020, but this trend reversed slightly in 2021, when the proportion of Black students in the applicant pool (25 percent) was slightly lower than that in the awardee cohort (26 percent). The opposite was true for the proportion of Hispanic students. In 2017, 2018, 2019, and 2020, the proportion of Hispanic students in the applicant pool was smaller than the proportion of Hispanic students in the awardee cohort. But in 2021, the proportion of Hispanic students in the awardee pool (29 percent) was higher than that in the applicant pool (31 percent).

Figure 3

Percentage of Traditional Applicants and Awardees, by Racial/Ethnic Group and Year, 2017–2021 Award Cycles



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

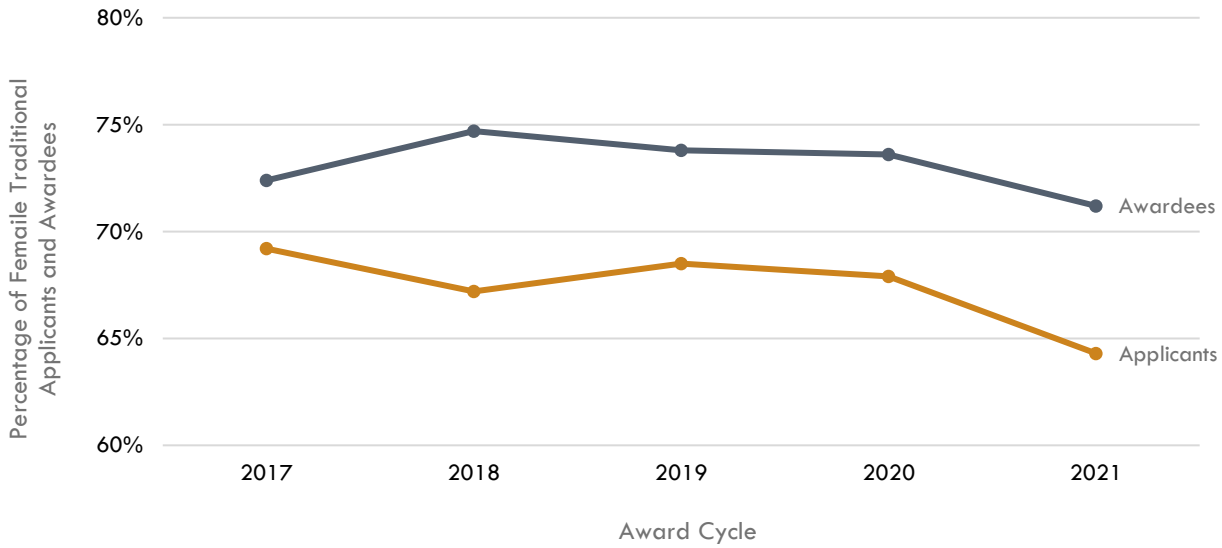
Traditional awardees and applicants were more likely overall to be female than male, and the proportion of female applicants declined slightly over time.

Female students were overrepresented in the applicant pools and awardee cohorts (appendix A, table A1). However, the average proportion of female students in the awardee cohort (73 percent) was greater than that of the applicant pool (68 percent).

From 2017 to 2021, the proportion of female awardees remained relatively constant whereas the proportion of female applicants showed a slight decline (figure 4 and appendix C, table C7). The difference between the proportion of female students in the applicant pools and awardee cohorts increased from 3 percentage points in 2017 to 7 percentage points in 2021.

Figure 4

Percentage of Traditional Applicants and Awardees, by Gender and Year, 2017–2021 Award Cycles



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

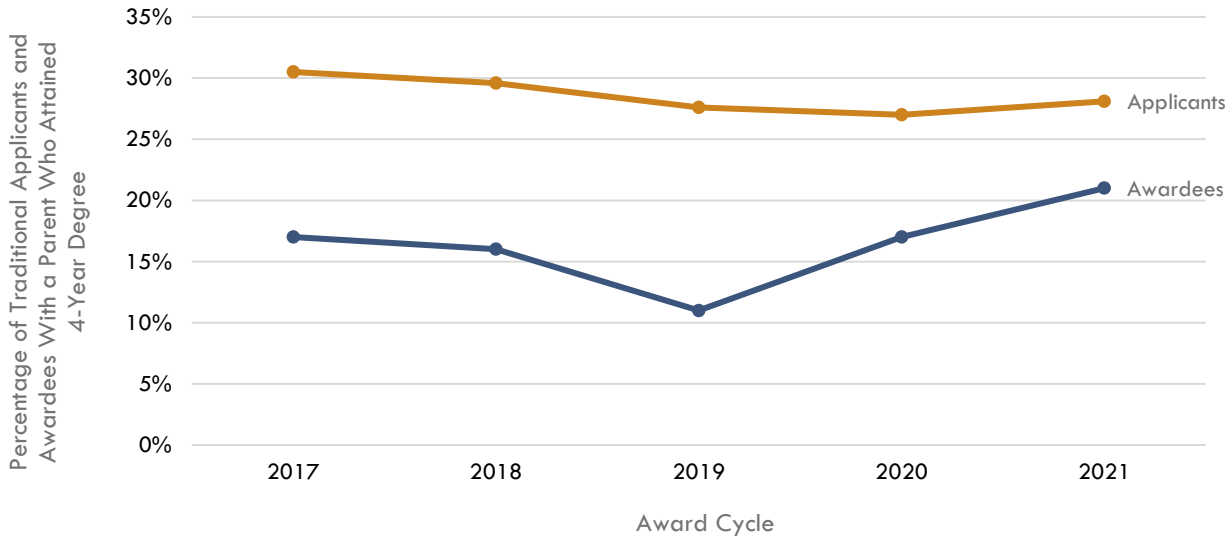
Overall, a small percentage of Traditional applicants and awardees had at least one parent with a 4-year college degree, and fewer awardees than applicants had a parent with a 4-year degree.

The average proportion of 2017 to 2021 applicants who had a parent with a 4-year college degree was 29 percent (appendix A, table A1). The proportion of awardees who had a parent with a 4-year college degree was smaller, at 16 percent.

There was also a lower proportion of awardees than applicants who had a parent with a 4-year degree in each award cycle (figure 5 and appendix C, table C8). The difference in the percentage of students who had a parent with a 4-year college degree between applicants and awardees decreased over time, from 13 percentage points in 2017 to 7 percentage points in 2021.

Figure 5

Percentage of Traditional Applicants and Awardees, by Parent 4-Year College Degree Attainment and Year, 2017–2021 Award Cycles



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

Most Traditional applicants and awardees were employed or had been employed in the past.

On average, about 60 percent of Traditional applicants and 70 percent of awardees were currently or previously employed when they applied for the KC Scholars program (table 4). Compared with the overall applicant pool, a higher percentage of awardees worked part time or seasonally (51 percent) than did the applicants (42 percent). By contrast, a higher percentage of applicants (40 percent) than awardees (31 percent) had never been employed.

TABLE 4

Percentage of Traditional Applicants and Awardees, by Employment Status, 2017–2021 Award Cycles

Employment Status	Applicants (N = 6,609)	Awardees (N = 2,692)
Currently work at more than one job	2%	3%
Currently work full time	1%	1%
Currently work part time or seasonally	42%	51%
Held job in the past but not currently	15%	14%
No current or past employment	40%	31%

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

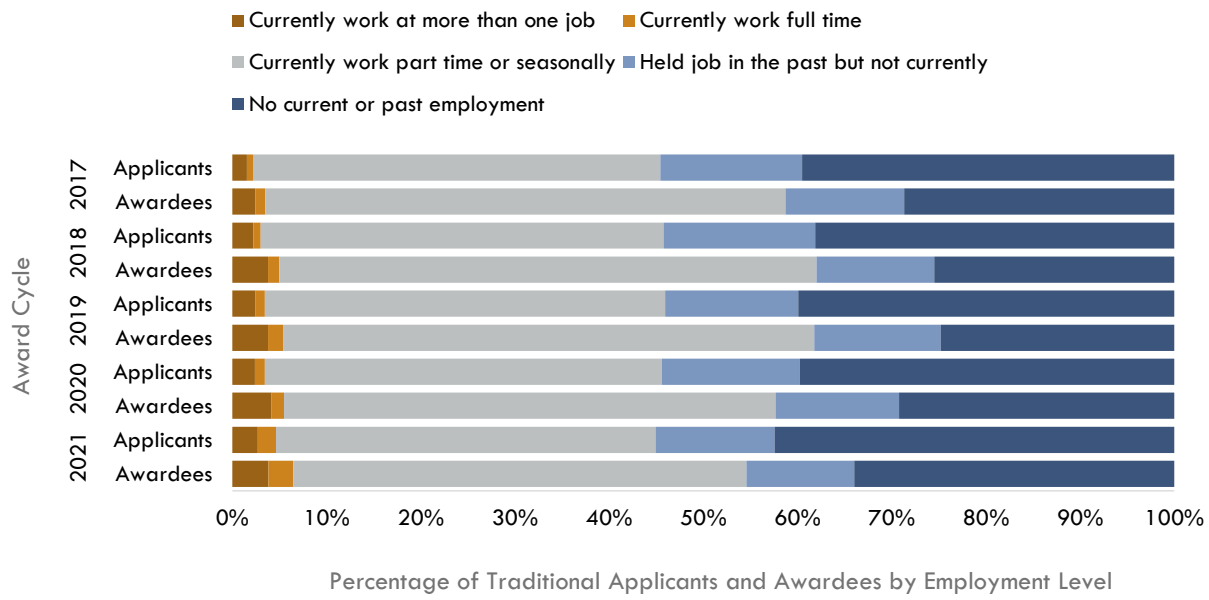
A higher percentage of awardees than applicants worked full-time, part-time, or seasonally or worked more than one job than did not work.

The differences in employment patterns between applicants and awardees did not change materially over the 5 years of the program (figure 6 and appendix C, tables C17 and C18). In each year, larger proportions

of awardees than applicants reported that they were working in any capacity (full-time, part-time, seasonally, or more than one job) when they applied to the program. Regardless of the year, larger proportions of awardees reported that they were working full-time or part-time when they applied to the program. The proportion of both applicants and awardees who reported working more than one job increased over time.

Figure 6

Percentage of Traditional Applicants and Awardees, by Employment Level and Year, 2017–2021 Award Cycles



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

On average, Traditional applicants and awardees were high academic achievers, with awardees earning higher GPAs than applicants earned.

The majority of Traditional applicants (79 percent) and awardees (94 percent) earned a 3.0 GPA or higher over the five cohort cycles (table 5). Overall, Traditional awardees earned higher GPAs than applicants did. This difference was most notable in the highest GPA range, where 46 percent of the applicants earned a 3.5 GPA or above, which was 21 percentage points lower than that of the awardees (67 percent).

TABLE 5

Percentage of Traditional Applicants and Awardees, by High School GPA, 2017–2021 Award Cycles

GPA Range	Applicants (N = 6,609)	Awardees (N = 2,692)
< 2.5	2%	0.1%
2.5–3.0	21%	6%
3.0–3.5	33%	27%
> 3.5	46%	67%

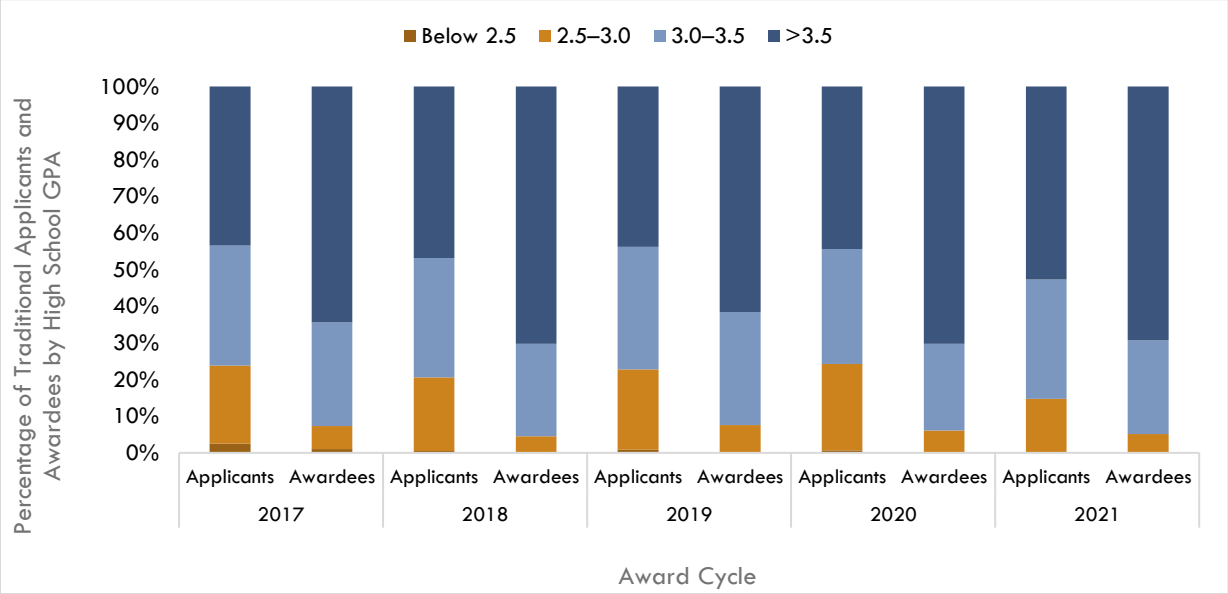
Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100% due to rounding.

Over time, the achievement levels of the Traditional applicants and awardees increased slightly and the achievement gap between applicants and awardees narrowed slightly.

The average high school GPAs of Traditional applicants and awardees increased slightly over time (figure 7 and appendix A, tables A2 and A3). The difference in academic achievement between applicants and awardees decreased, most notably for students with GPAs higher than 3.5. The difference was 21 percentage points in 2017 and dropped to less than 17 percentage points in 2021.

Figure 7

Percentage of Traditional Applicants and Awardees, by High School GPA and Year, 2017–2021 Award Cycles



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

Adult Learner

Over two thirds of Adult Learners resided in Jackson County.

Averaged across all five award cycles, roughly 64 percent of Adult Learners came from Jackson County, Missouri (table 6). Wyandotte (12 percent) and Johnson (10 percent) Counties had the next greatest proportion of Adult Learners, followed closely by Clay County, Missouri, with 9 percent. Only 2 percent of Adult Learners each came from Cass and Platte Counties in Missouri.

TABLE 6

Percentage of Adult Learners, by County of Residence, 2017–2021 Award Cycles

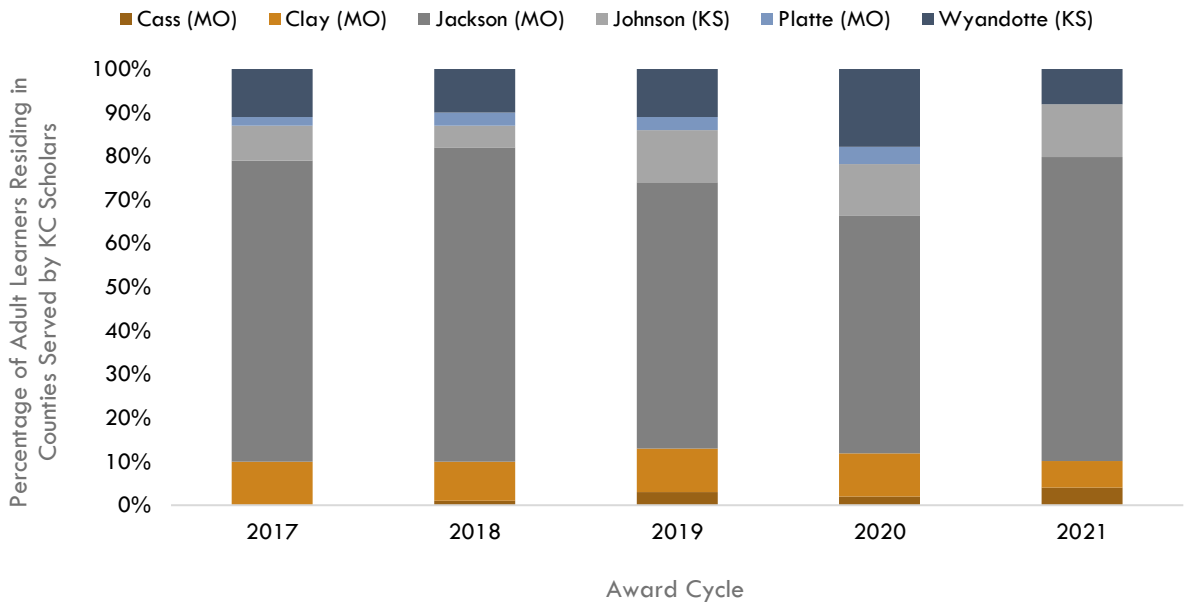
County of Residence	Awardees (N = 782)
Cass (MO)	2%
Clay (MO)	9%
Jackson (MO)	64%
Johnson (KS)	10%
Other	1%
Platte (MO)	2%
Wyandotte (KS)	12%

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

The overall proportion of Adult Learners in each county remained similar over time, with some variation.

In every award cycle between 2017 and 2021, the majority of Adult Learners resided in Jackson County, Missouri, when they applied to the program. The proportion of Adult Learners from this county varied over time between 55 percent in 2020 and 72 percent in 2018 (figure 8 and appendix D, table D1). Similarly, in any given cohort, roughly 10 percent of Adult Learners came from Wyandotte County except in 2020, when 18 percent of Adult Learners resided there. The percentage of Adult Learners from Johnson County, Kansas, grew slightly, from 8 percent in 2017 to 12 percent in 2020, whereas the percentage from Clay County decreased over time, from 10 percent in 2017 to 6 percent in 2021. The county with the smallest proportion of Adult Learners was Cass County, Missouri, but that proportion increased slightly between 2017 (1 percent) and 2021 (4 percent).

Figure 8
Percentage of Adult Learners, by County of Residence and Year, 2017–2021 Award Cycles



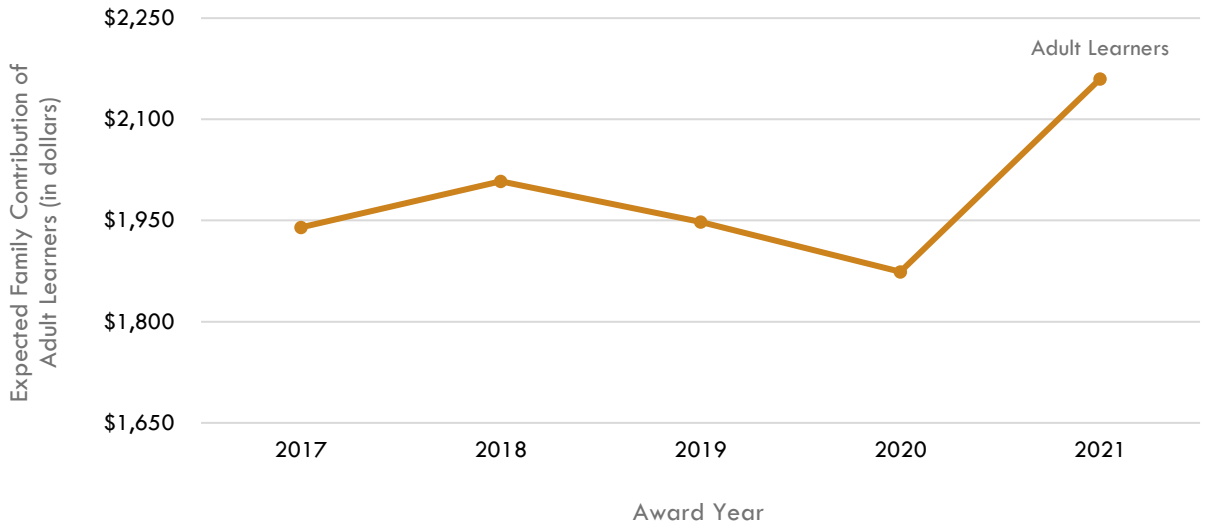
Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. The percentage of students who resided in other counties was from 0 to 2 percent each year and is therefore not included in the figure.

Overall, Adult Learners had high levels of financial need, although the average level of financial need decreased in the 2021 cohort.

Over the five award cycles, the Adult Learners average financial need, as measured by EFC, was high. The average EFC was $1,986, far below the $12,000 EFC cutoff for program eligibility (appendix A, table A4).

While average EFC levels among Adult Learners fluctuated over the five award cycles, it rose from $1,940 in 2017 to $2,160 in 2021, an increase of 11 percent (figure 9 and appendix D, table D2). This indicates that the financial need of the 2021 cohort was not as great as that of earlier cohorts.

Figure 9
Expected Family Contribution of Adult Learners, by Year, 2017–2021 Award Cycles



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

The highest proportions of Adult Learners identified as Black and White.

Across the five award cycles, 60 percent of Adult Learners identified as Black and 20 percent identified as White (table 7). An average of 10 percent of the cohorts identified as Hispanic, and almost 10 percent identified as Multiracial, identified as a member of a racial or ethnic group that was not listed on the application, or did not identify a race or ethnicity. Only 1 percent of the cohorts identified as Asian.

TABLE 7
Percentage of Adult Learners, by Racial/Ethnic Group, 2017–2021 Award Cycles

Race/Ethnicity	Adult Learner Awardees (N = 782)
Asian	1%
Black	60%
Hispanic	10%
White	20%
Multiracial/Other/No Response	9%

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. To analyze the data consistently with previous evaluations, the Multiracial category includes students who self-identify as Multiracial, students who identify as a race/ethnicity that is not included in the table, and nonrespondents.

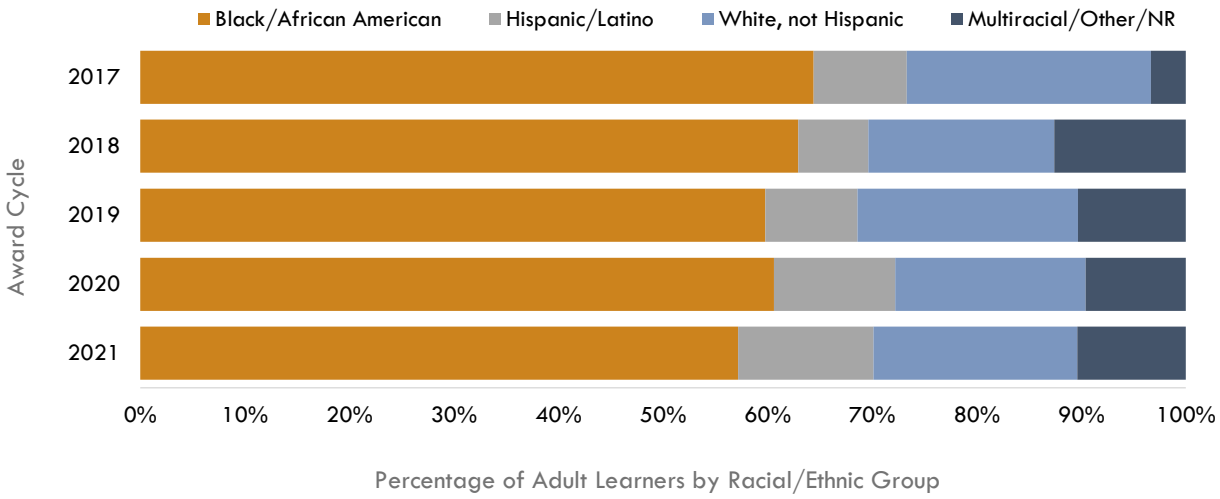
Over time, the proportion of Adult Learners identifying as Black or White decreased, whereas the proportions of awardees identifying as Hispanic or Multiracial/Other/No Response increased.

From 2017 to 2021, the percentage of Adult Learners identifying as Black declined from 64 percent in 2017 to 56 percent in 2021, a decrease of 8 percentage points (figure 10 and appendix D, table D3). Over

the same period, the percentage of students identifying as Hispanic rose 4 percentage points, from 9 percent to 13 percent. The proportion of White students declined from 23 percent to 19 percent, and the proportion of students who identified as Multiracial, identified as a member of a racial or ethnic group that was not listed on the application, or did not identify a race or ethnicity climbed from 4 percent to 13 percent, a 9 percentage point difference.

Figure 10

Percentage of Adult Learners, by Racial/ Ethnic Group and Year, 2017–2021 Award Cycles

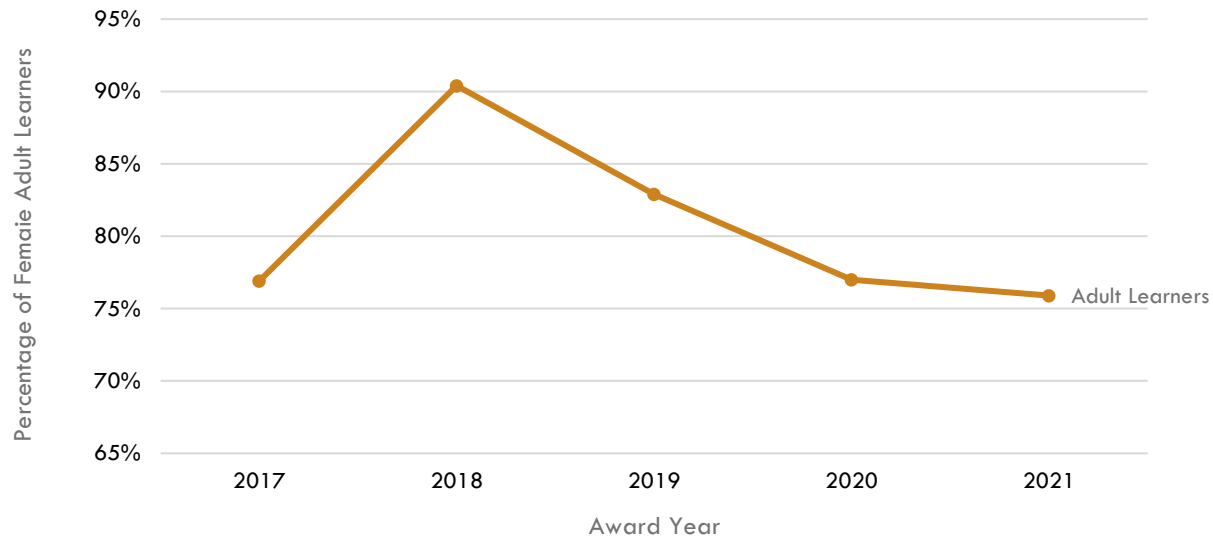


Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. To analyze the data consistently with previous evaluations, the Multiracial category includes students who self-identify as Multiracial, students who identify as a race/ethnicity that is not included in the figure, and nonrespondents. The percentage of Asian students was 1 to 3 percent each year and is therefore not included in the figure. Totals may not sum to 100% due to rounding.

Adult Learners were predominantly female, and the proportion of Adult Learners who are female has remained largely consistent over time.

An average of 80 percent of Adult Learners were female across the five award cycles (appendix A, table A4). The percentage of female awardees increased sharply from 77 percent in 2017 to 90 percent in 2018. However, it decreased steadily each year thereafter to settle at 76 percent, only 1 percentage point less than that of the first year of the program (figure 11 and appendix D, table D2).

Figure 11
Percentage of Adult Learners, by Gender and Year, 2017–2021 Award Cycles

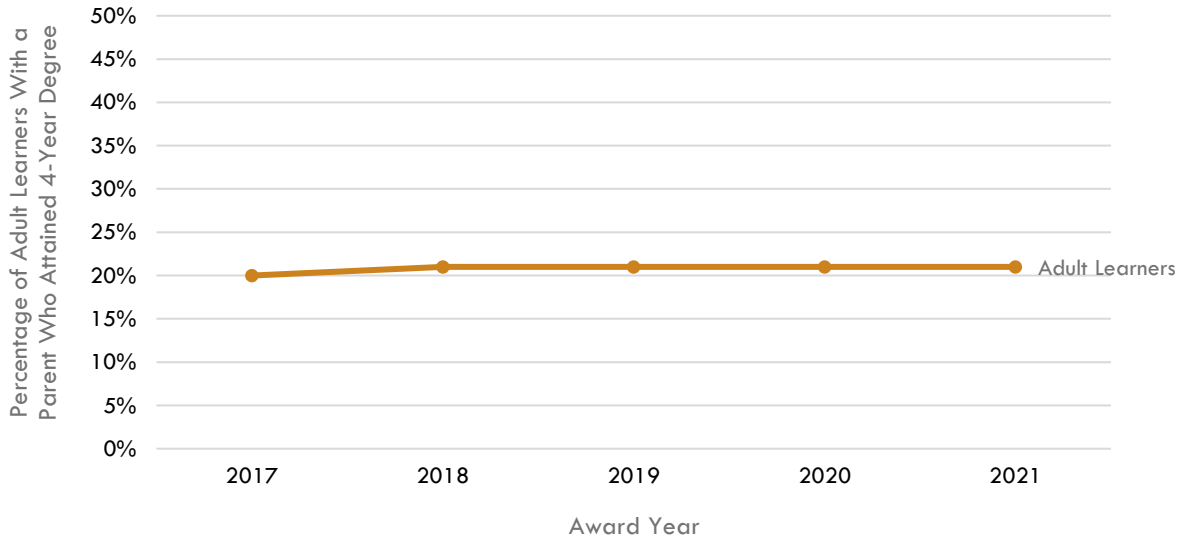


Note. This figure represents the evaluation team's analysis of KC Scholars administrative data.

On average, roughly one fifth of Adult Learners had at least one parent with a 4-year college degree, and this rate remained the same over time.

Over the five cohorts, an average of 21 percent of Adult Learner awardees had a parent with a 4-year college degree (appendix A, table A4). This rate remained stable, shifting no more than one percentage point each year (figure 12 and appendix D, table D2).

Figure 12
Percentage of Adult Learners, by Parental 4-Year College Degree Attainment and Year, 2017–2021 Award Cycles



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

The majority of Adult Learners worked full-time or part-time.

On average, nearly 60 percent of Adult Learners in the 2017–2021 award cycles worked full-time when they applied to KC Scholars and another 16 percent worked part-time (table 8). Only 1 percent of Adult Learners were not working when they applied, nor had they worked in the past.

TABLE 8

Percentage of Adult Learners, by Employment Status, 2017–2021 Award Cycles

Employment Status	Awardees (N = 782)
Currently work at more than one job	10
Currently work full-time	59
Currently work part-time or seasonally	16
Held job in the past but not currently	14
No current or past employment	1

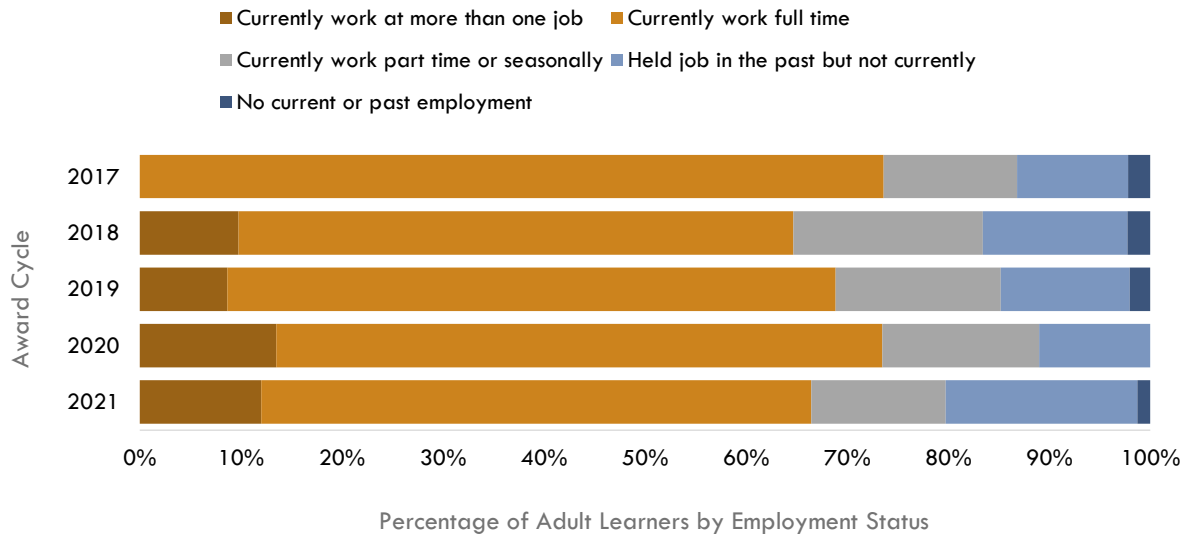
Note. This table represents the evaluation team's analysis of KC Scholars administrative data.

Over time, the percentage of Adult Learners who worked full-time declined, whereas those who did not work increased.

The percentage of Adult Learners who were working full-time when they applied to the program declined from nearly 74 percent in 2017 to 54 percent in 2021 (figure 13 and appendix D, table D11). Over the same period, the percentage of awardees who held a job in the past but were not working when they applied grew by 8 percentage points, from 11 percent to 19 percent.

Figure 13

Percentage of Adult Learners, by Employment Status and Year, 2017–2021 Award Cycles



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. The percentage of Adult Learners who never worked was less than 2 percent each year and is therefore not included in the figure. Totals may not sum to 100% due to rounding.

Nearly three quarters of Adult Learners had prior postsecondary GPAs that were below 3.0.

Adult Learners had low GPAs compared with the Traditional awardees. On average, 42 percent of Adult Learners had a prior postsecondary GPA below 2.5 (table 9). Another 32 percent had a prior postsecondary GPA between 2.5 and 3.0, and about 20 percent achieved a prior postsecondary GPA between 3.0 and 3.5. Only 7 percent of Adult Learners across all award cycles had a prior postsecondary GPA greater than 3.5.

TABLE 9

Percentage of Adult Learners, by Prior Postsecondary GPA, 2017–2021 Award Cycles

GPA Range	Awardees (*N* = 782)
< 2.5	42
2.5–3.0	32
3.0–3.5	19
> 3.5	7

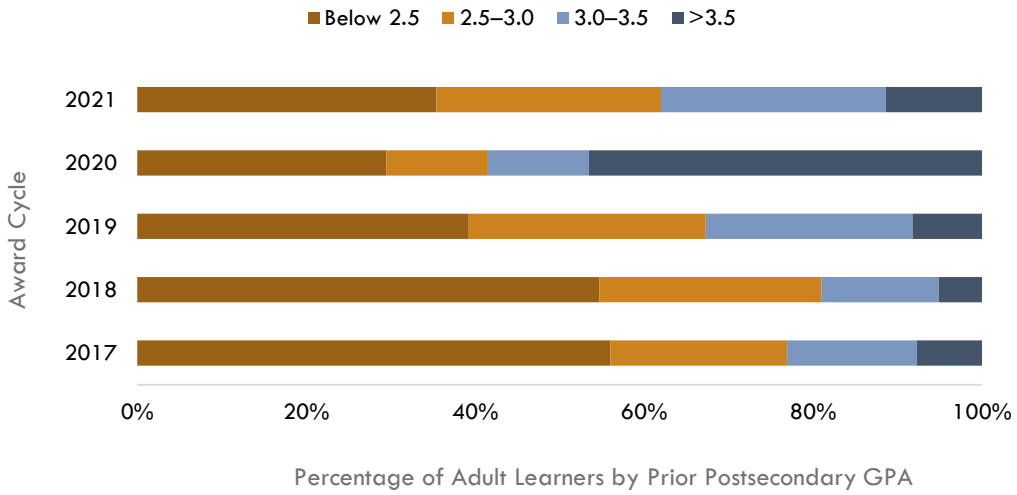
Note. This table represents the evaluation team's analysis of KC Scholars administrative data.

Over time, the average prior postsecondary GPA of Adult Learners increased.

Over the five years of the program, there was an overall increase in the prior postsecondary GPA of Adult Learners (figure 14 and appendix D, table D7). The average percentage of Adult Learners whose prior postsecondary GPA was greater than 3.5 climbed from 8 percent to 11 percent. Similarly, the percentage who earned between a 3.0 and 3.5 almost doubled from 15 percent in 2017 to 27 percent in 2021. From 2017 to 2021, Adult Learners with a prior postsecondary GPA of 2.5 to 3.0 rose from 21 percent to 27 percent and the percentage with a prior postsecondary GPA below 2.5 decreased from 56 percent to 35 percent.

Figure 14

Percentage of Adult Learners, by Prior Postsecondary GPA and Year, 2017–2021 Award Cycles



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

College Savings

During the first four award cycles (2017–2020), the KC Scholars program offered two types of College Savings awards: (a) a seeded account that contributed to a college savings plan and (b) a savings match for up to $5,000 and additional contributions up to $2,000 for completing specified college preparation activities. Beginning in the 2021 award cycle, the two College Savings awards were combined, making all awardees eligible for matched funds and college preparation incentives. For this analysis, data on seeded and matched awardees are combined.

Almost 70 percent of College Savings awardees resided in either Jackson County or Wyandotte County.

Averaged across all five award cycles, roughly 47 percent of College Savings awardees came from Jackson County, Missouri (table 10). The next largest percentage of College Savings awardees resided in Wyandotte County, Kansas (22 percent). Slightly over 10 percent came from Johnson County, Kansas (12 percent) and Clay County, Missouri (11 percent). Only 4 percent lived in Platt County, Missouri, and 3 percent lived in Cass County, Missouri when they applied to the program.

TABLE 10

Percentage of College Savings Awardees, by County of Residence, 2017–2021 Award Cycles

County of Residence	Awardees (*N* = 1,612)
Cass (MO)	3%
Clay (MO)	11%
Jackson (MO)	47%
Johnson (KS)	12%
Other	1%
Platte (MO)	4%
Wyandotte (KS)	22%

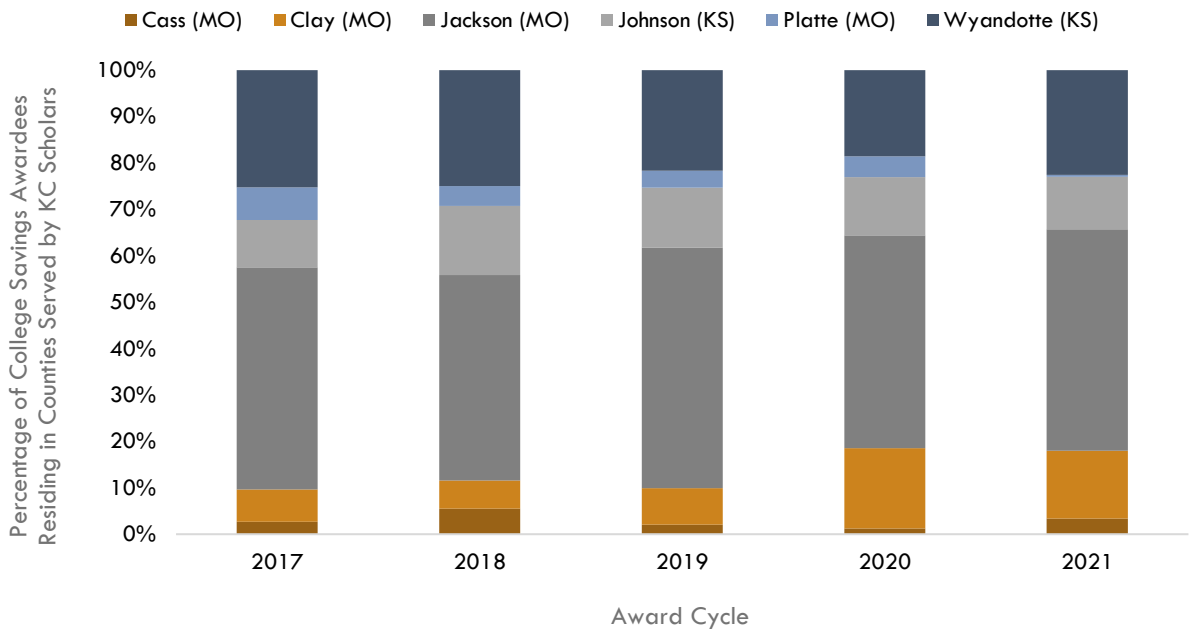
Note. This table represents the evaluation team's analysis of KC Scholars administrative data.

The percentage of College Savings awardees who resided in each county varied over time.

About 50 percent of College Savings awardees came from Jackson County, Missouri, each year between 2017 and 2021 (figure 15 and appendix A, table A6). The percentage of awardees each year from Wyandotte County, Kansas, was also consistent over time, at between about 20 and 25 percent. Less than about 5 percent of awardees came from Cass County, Missouri, each year. The largest fluctuations were in Clay and Platte Counties in Missouri. The percentage of awardees from Clay County doubled over the 5 years from 7 to 14 percent, whereas the awardees from Platte County decreased from 7 percent in 2017 to 0 percent in 2021.

Figure 15

Percentage of College Savings Awardees, by County of Residence and Year, 2017–2021 Award Cycles



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. The percentage of students who resided in other counties was between 0 and 4 percent each year and is therefore not included in the figure.

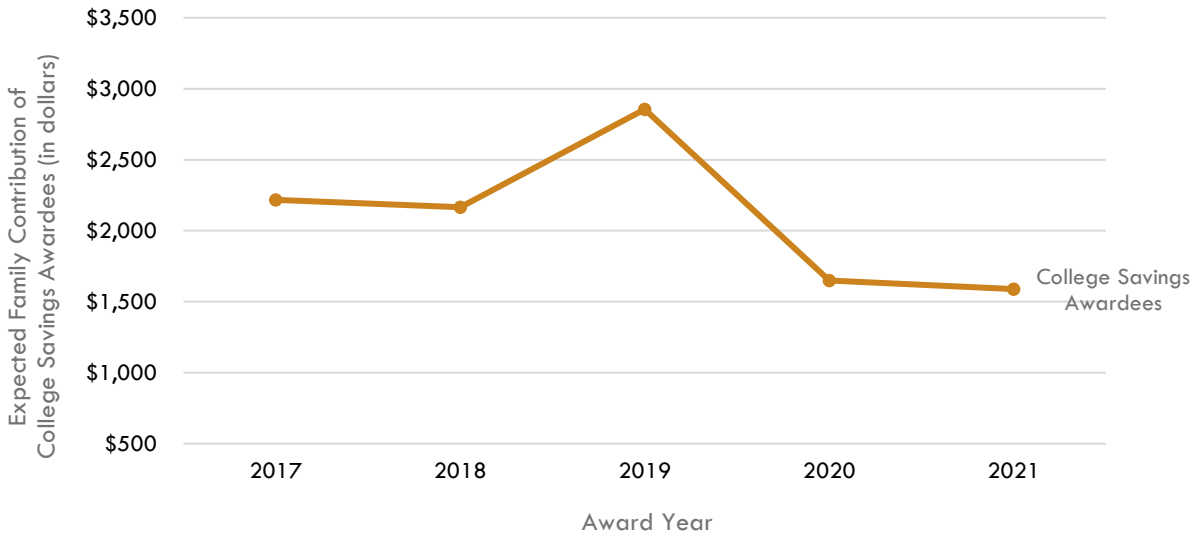
On average, College Savings awardees had high levels of financial need, although the level of need decreased over time.

As measured by EFC, College Savings awardees had high levels of financial need. The average EFC from 2017 to 2021 was $2,095, far below the maximum EFC cutoff of $12,000 to be eligible for a College Savings award (appendix A, table A5).

From the first year to the third year of the program (2017 to 2019), the average EFC increased from $2,218 to $2,855, indicating a slight decrease in the level of financial need of College Savings awardees (figure 16). Since 2019, however, there was a consistent increase in average economic need, as indicated by a decrease in EFC from $2,855 in 2019 to $1,589 in 2021. Over the 5 years, there was a 28 percent decrease in average EFC, showing a rise in the financial need of College Savings awardees.

Figure 16

Percentage of College Savings Awardees, by Expected Family Contribution and Year, 2017–2021 Award Cycles



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

The largest proportions of College Savings awardees identified as Black, Hispanic, and White in equal percentages.

On average, 28 percent of College Savings awardees identified as Black, 28 percent identified as Hispanic, and 28 percent identified as White across the five award cycles (table 11). Roughly 10 percent identified as Multiracial, identified as a member of a racial or ethnic group that was not listed on the application, or did not identify a race or ethnicity. Six percent of College Savings awardees identified as Asian.

TABLE 11

Percentage of College Savings Awardees by Racial/Ethnic Group, 2017–2021 Award Cycles

Racial/Ethnic Group	Awardees (*N* = 1,612)
Asian	6%
Black	28%
Hispanic	28%
White	28%
Multiracial/Other/No Response	10%

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

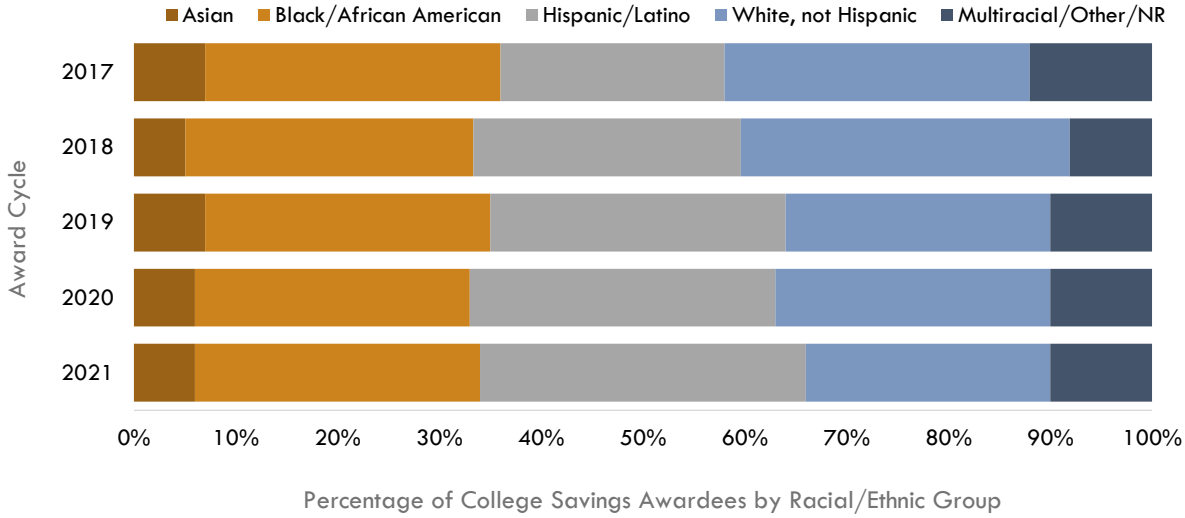
The percentage of College Savings awardees identifying as White decreased, whereas the percentage of students identifying as Hispanic increased.

Over time, the percentage of College Savings awardees identifying as Black was relatively unchanged, from 29 percent in 2017 to 28 percent in 2021 (figure 17). Over the same period, the percentage of

students identifying as White declined by 6 percentage points, from 30 percent to 24 percent, whereas the percentage of Hispanic students rose nearly 10 percentage points, from 22 percent to 32 percent.

Figure 17

Percentage of College Savings Awardees, by Racial/Ethnic Group and Year, 2017–2021 Award Cycles



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

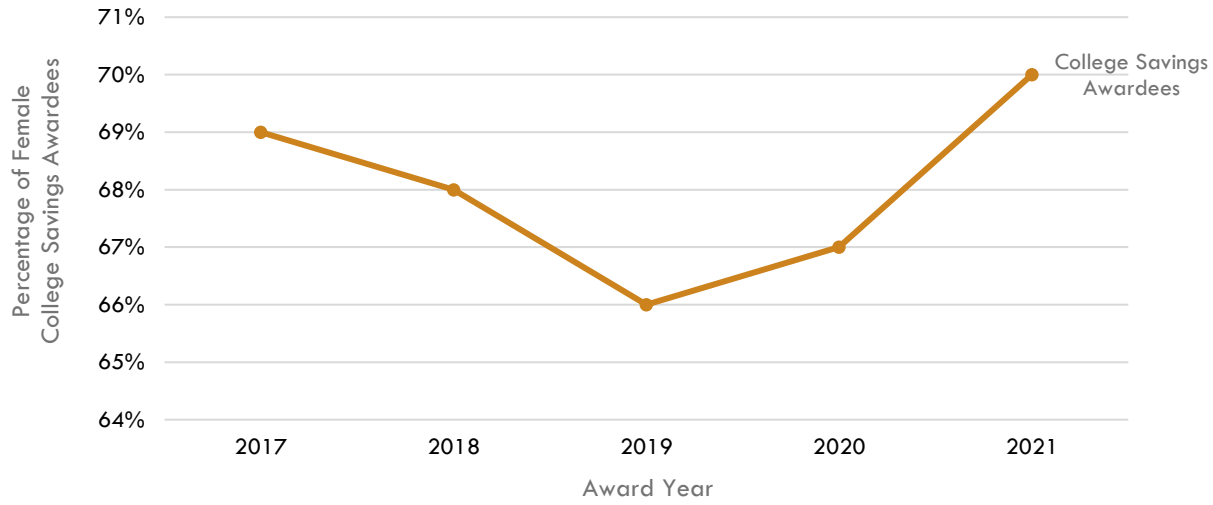
More than two thirds of College Savings awardees were female, and this proportion remained fairly consistent over time.

Over the five years of the program, the percentage of female College Savings awardees was almost twice that of males (appendix A, table A5). Female students, on average, comprised 68 percent of the awardees, compared with 32 percent of male awardees.

The percentage of female awardees was similar across the five years of the program, with a slight decrease in 2019 (figure 18). In 2017, 69 percent of College Savings awardees were female. The percentage of female College Savings awardees dropped 3 percentage points to 66 percent in 2019, but it rose again, to 70 percent, over the next two award cycles.

Figure 18

Percentage of College Savings Awardees, by Gender and Year, 2017–2021 Award Cycles



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

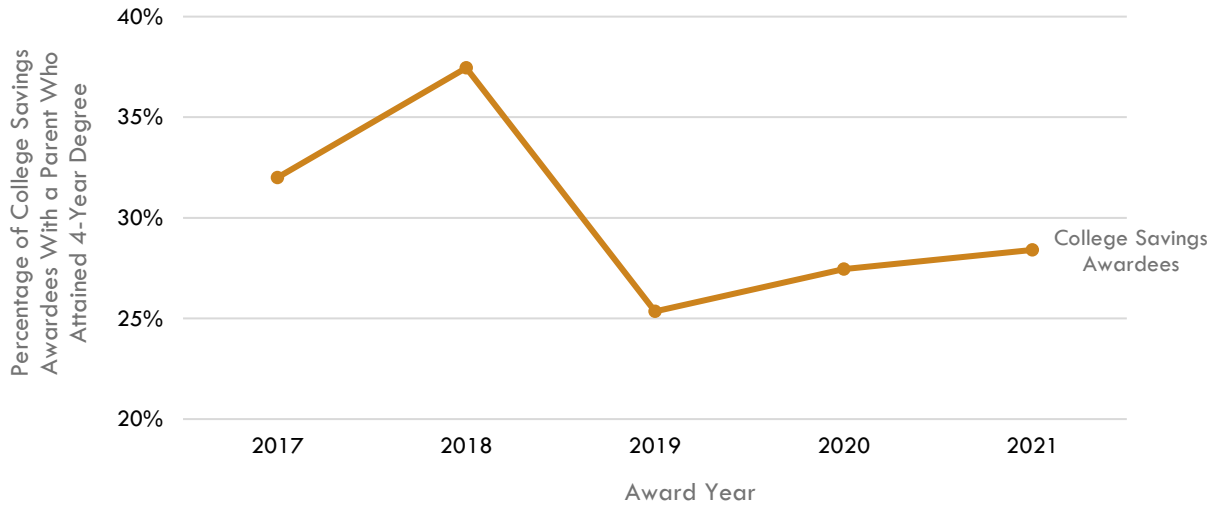
On average, about one third of College Savings awardees had at least one parent with a 4-year college degree, and this rate decreased slightly over time.

Over the five years of the program, an average of 33 percent of College Savings awardees had a parent with a 4-year college degree (appendix A, table A5).

Data over time show an increase of 5 percentage points in the proportion of awardees who had a parent with a 4-year college degree from 2017 (32 percent) to 2018 (37 percent). However, the percentage dropped to 25 percent in 2019 and remained roughly the same through 2021 (figure 19).

Figure 19

Percentage of College Savings Awardees, by Parental 4-Year College Degree Attainment and Year, 2017–2021 Award Cycles



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

The majority of College Savings awardees did not work nor had they worked previously.

The vast majority (89 percent) of College Savings awardees had never worked when they applied to the KC Scholars program (table 12). Eight percent of the awardees were working part-time or seasonally, 3 percent had worked previously, and fewer than 1 percent worked full-time or at more than one job.

TABLE 12

Percentage of College Savings Awardees, by Employment Status, 2017–2021 Award Cycles

Employment Status	Awardees (*N* = 1,612)
Currently work at more than one job	0.3%
Currently work full-time	0.1%
Currently work part-time or seasonally	8%
Held job in the past but not currently	3%
No current or past employment	89%

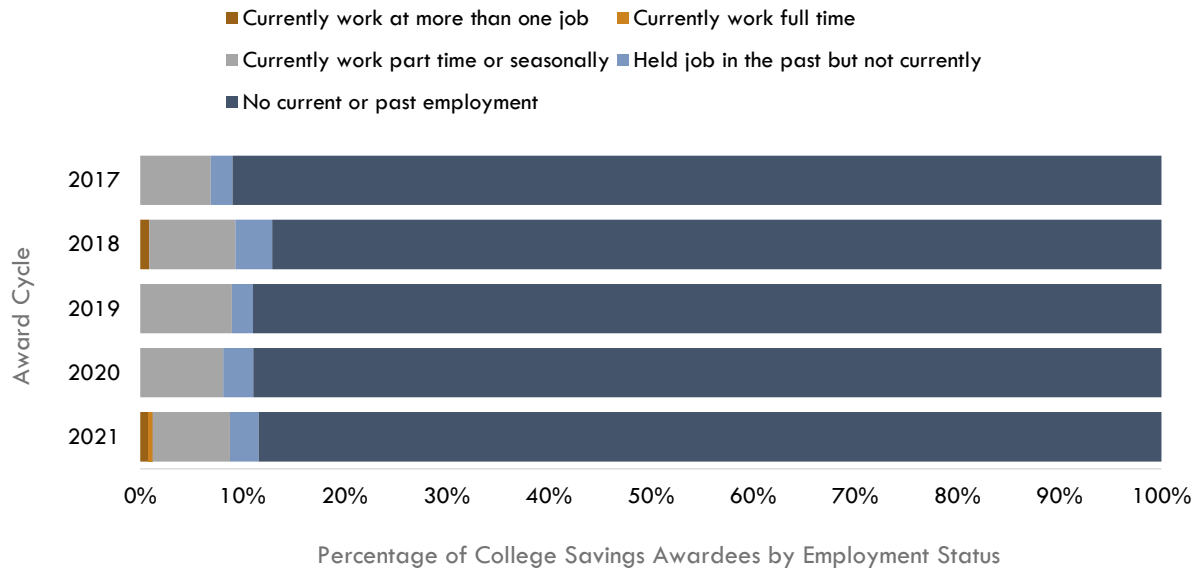
Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Total may not sum to 100% due to rounding.

The employment status of College Savings awardees has remained largely consistent.

Apart from a minor decrease from 2017 to 2018 in the percentage of College Savings awardees who were not working or had not worked in the past, the employment patterns of College Savings awardees have remained largely unchanged across the five award cycles (figure 20 and appendix A, table A7).

Figure 20

Percentage of College Savings Awardees, by Employment Status and Year, 2017–2021 Award Cycles



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. The percentage of College Savings Awardees who currently work full time was 0 percent each year and is therefore not included in the figure. Totals may not sum to 100% due to rounding.

On average, College Savings awardees were high academic achievers.

Across all five award cycles, about 85 percent of College Savings awardees had a high school GPA of 3.0 or higher and the majority of these awardees (60 percent) had a GPA of 3.5 or greater (table 13). There were no awardees with a GPA less than 2.5, and the smallest proportion (15 percent) had GPAs between 2.5 and 3.0.

TABLE 13

Percentage of College Savings Awardees, by High School GPA, 2017–2021 Award Cycles

GPA Range	Awardees (*N* = 1,424)
< 2.5	0%
2.5–3.0	15%
3.0–3.5	26%
> 3.5	60%

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

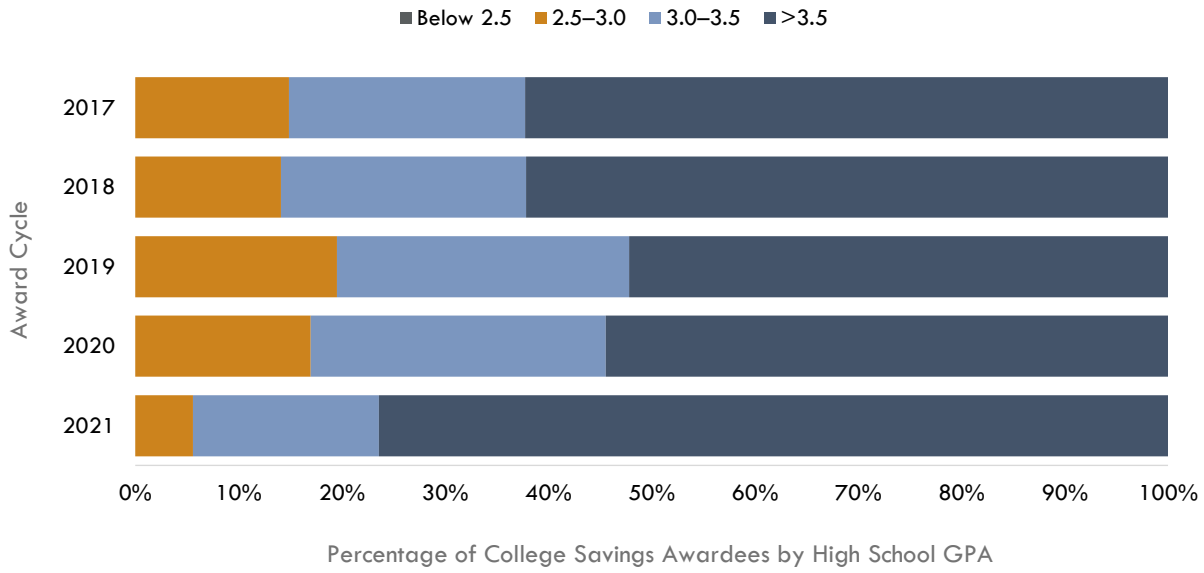
The average GPA of College Savings awardees increased over time.

Since the program began in 2017, the already high level of academic achievement by College Savings awardees increased over time; the 2021 cohort had especially high levels of academic achievement (figure 21 and appendix A, table A8). The proportion of awardees who earned high school GPAs greater than 3.5 increased from 62 percent in 2017 to 76 percent in 2021 and there was a decrease in the percentage of awardees in all other GPA ranges from 2017 to 2021. The proportion of awardees with GPAs between 3.0

and 3.5 declined from 23 percent in 2017 to 18 percent in 2021, and the awardees with GPAs between 2.5 and 3.0 decreased from 15 percent in 2017 to 6 percent in 2021. There were no College Savings awardees with GPAs less than 2.5 in any award cycle.

Figure 21

Percentage of College Savings Awardees, by High School GPA and Year, 2017–2021 Award Cycles



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. The percentage of students who earned a GPA below 2.5 was 0 percent each year and is therefore not included in the figure.

APPLICANT AND AWARDEE CHARACTERISTICS AND REGIONAL REPRESENTATION: 2021 AWARD CYCLE

Guiding Questions

- **What are the characteristics of students who applied to and were accepted by the KC Scholars program in the 2021 award cycle?**
- **Are the awardees representative of the low- and modest-income individuals in the six-county KC Scholars region?**

In spring 2021, KC Scholars completed its fifth award cycle (the 2021 award cycle), with awards made during the 2020/21 academic year. During this cycle, the program received a total of 1,550 eligible applications for its three components: Traditional, Adult Learner, and College Savings (table 14). About half of Traditional applicants (51 pecent) were offered awards, 100 percent of Adult Learner applicants were offered awards, and 70 percent of College Savings applicants were offered awards. Combined, about 60 percent of eligible applications resulted in an award.

TABLE 14
Applicants and Awardees From the 2021 KC Scholars Award Cycle, by Program Component

Program Component	Applicants	Awardees
Traditional	1,037	524
Adult Learner	158	158
College Savings	355	250
Total	1,550	932

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

This section presents the characteristics of the 2021 applicants and awardees and the extent to which they reflected the demographic makeup of the six-county area served by KC Scholars. The comparison of applicant pool and awardee cohort characteristics against valid population benchmarks can provide KC Scholars leadership with practical information about the ways in which the program is reaching its intended beneficiaries.

About the Population Data

To understand the composition of KC Scholars' target population—low- and modest-income individuals who reside in the six-county Kansas City region—the WestEd evaluation team collated publicly available data from the U.S. Census Bureau and the National Center for Education Statistics (NCES) and compared them with program applicant data. For the populations targeted for the Traditional and College Savings scholarship components, the team retrieved student enrollment counts from NCES's Common Core of Data for school year 2019/20, the most recent year for which these data were available. The team aggregated enrollment totals for all public high schools serving students in Cass, Clay, Jackson, and Platte Counties in Missouri and Johnson and Wyandotte Counties in Kansas, and then separated data by gender, free and reduced-price lunch eligibility, and race/ethnicity. Consistent with the 2020 award cycle analysis, private school and homeschool enrollments were not included in analyses because of data limitations, although students enrolled in private schools and homeschooled youth are eligible to apply for the Traditional and College Savings awards. For the adult population, those targeted for the Adult Learner component, the evaluation team drew on the most recent data available from the U.S. Census Bureau: 2019 1-year estimates from its Population Estimates Program and 2019 average 5-year estimates from its American Community Survey. Population data from these sources were retrieved at the county level and averaged across the six-county KC Scholars service region. Where applicable, these sources are noted in the tables and figures throughout this report.

Traditional

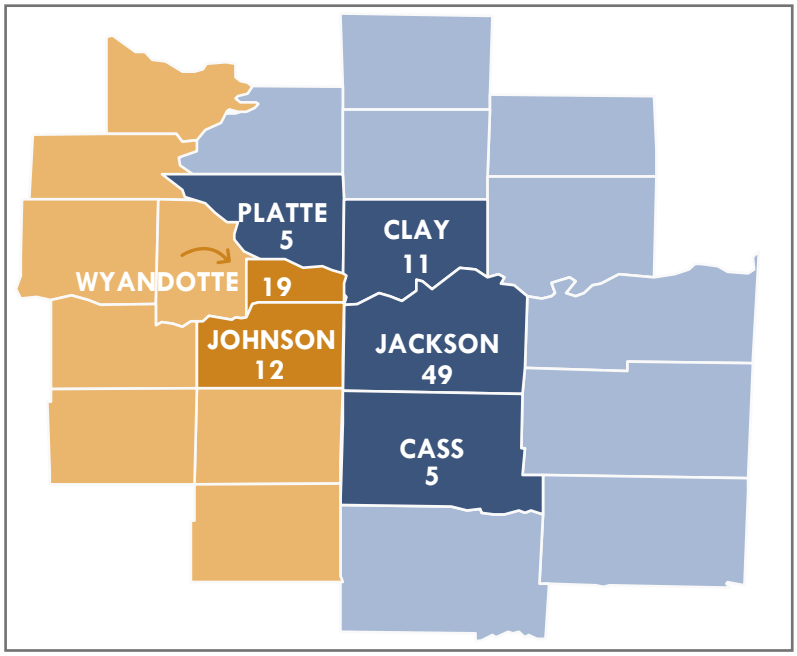
During the 2021 cycle, 1,037 eligible applications were submitted for the Traditional scholarship, with 524 (51 percent) resulting in a scholarship offer. These awardees hailed from 81 unique high schools in the program's service area (appendix C, table C1). A majority, or 49 percent, resided in Jackson County, Missouri, at the time of application (figure 22). The awardee total of 524 includes 214 students who, because their application scored just below the cutoff point for Traditional scholarships, were offered an institution-specific award to attend either the University of Missouri–Columbia (MU) or the University of Missouri–Kansas City (UMKC) rather than an award that could be applied to any one of the program's 17 network colleges or universities. These additional scholarships are jointly funded by KC Scholars and the MU/UMKC campuses. Because the students who are offered a MU- or UMKC-specific scholarship completed the same Traditional scholarship application as all other applicants, for purposes of analysis in this evaluation they are included in the same applicant pool and awardee cohort as students who received a Traditional scholarship to attend one of the 17 partner colleges or universities. The complete distribution of Traditional scholarship application scores can be found in appendix C, figure C1. This figure displays applicants' scores with the cutoff point for Traditional awardees who were not MU/UMKC awardees, and figure C2 displays this same score distribution with an additional cutoff point that indicates the lowest MU/UMKC awardee score. For all characteristics of Traditional applicants and awardees, see appendix C, tables C1–C20.

Traditional Scholarship Application Process

To apply for a Traditional scholarship, high school students currently enrolled in the 11th grade must meet the program's eligibility criteria, including residing within the six-county service region and coming from a low- to modest-income household. After eligibility is certified, staff and external reviewers review application responses, GPA, personal statements, and letters of recommendation and assign a total score for each applicant. The top-scoring applicants receive a scholarship award to attend any of the program's 17 2- and 4-year partner institutions of higher education and their branch campuses (appendix B, table B1). Additional Traditional scholarships are awarded to applicants who score just below the cutoff; these awardees may attend either the University of Missouri–Columbia or the University of Missouri–Kansas City. Throughout this report, unless otherwise indicated, students who received one of these additional scholarships are included in the analyses related to the program's Traditional scholarship component.

Figure 22

Percentage of Traditional Awardees, by County of Residence, 2021 Award Cycle



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

Traditional applicants and awardees come from low-income to modest-income backgrounds and have higher levels of financial need than do students in the regional public high school population.

As in previous years, Traditional applicants and awardees demonstrate high levels of financial need. Compared with the population of public high school students in the six-county region served by KC Scholars, both applicants and awardees have higher rates of free and reduced-price lunch (FRL) eligiblity (figure 23 and appendix C, tables C9 and C10). Specifically, 66 percent of 2021 applicants and 71 percent of 2021 awardees are eligible for FRL compared with 42 percent of the population. In addition, applicants and awardees have an average EFC of $2,335 and $1,378, respectively—far below the program's eligiblity limit of $12,000 (appendix C, table C4).

Traditional applicants and awardees are racially and ethnically diverse, with higher proportions of Black and Hispanic students compared with the proportions of Black and Hispanic students in the regional public high school population.

Consistent with the program's goals to recruit diverse applicant and awardee pools, Black and Hispanic students are overrepresented in these pools relative to their proportions in the population (figure 23 and appendix C, table C5 and C6). Specifically, 25 percent of applicants and 26 percent of awardees identify as Black, compared with 14 percent of the population. Similarly, 31 percent of applicants and 29 percent of awardees identify as Hispanic, compared with 17 percent of the population. White students are underrepresented in the applicant pool and awardee cohort, at 27 percent each compared with 59 percent of the population. The proportion of awardees who identify as Multiracial matches the rate among the population (6 percent), slightly higher than the proportion among the applicant pool (5 percent). Asian students comprise 9 percent of applicants and 8 percent of awardees. Comparable population data is unavailable because Asian and Pacific Islander students are combined and not able to be disaggregated.

Female students are represented at higher rates in the Traditional applicant pool and awardee cohort compared with students in the regional public high school population.

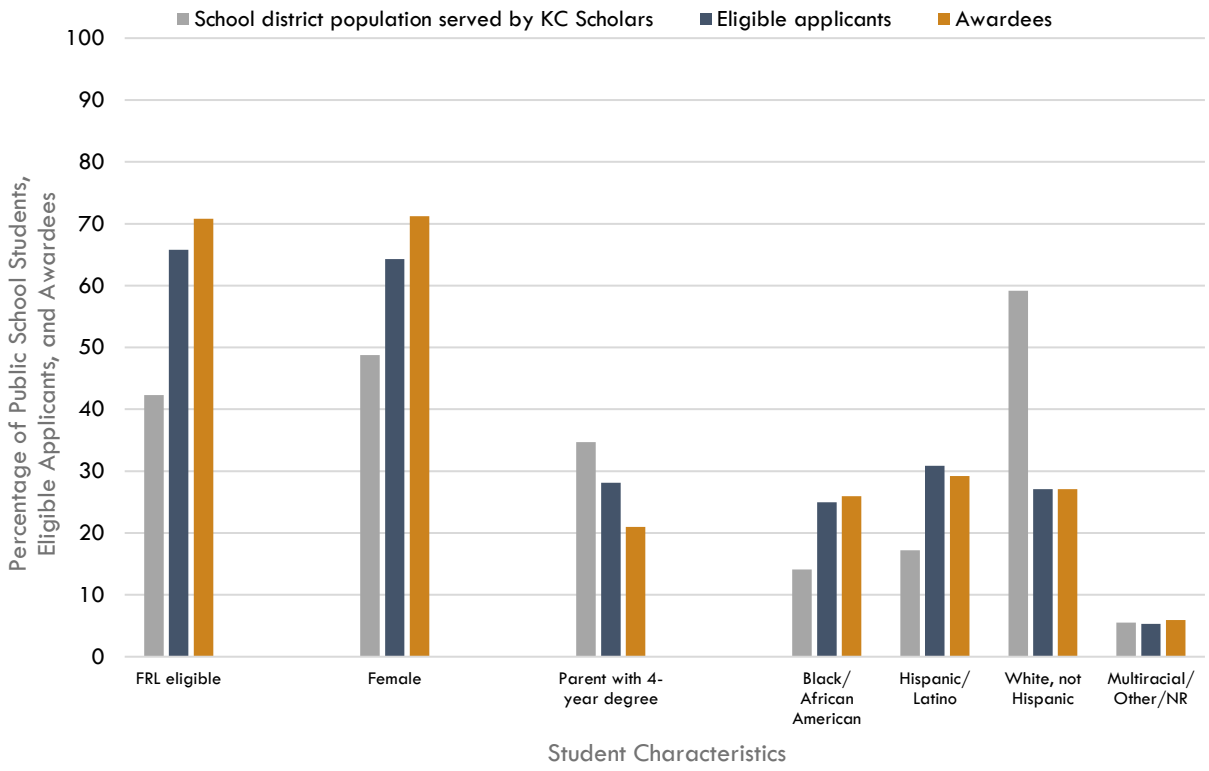
Students who identify as female are also overrepresented in the applicant and awardee pools (figure 23 and appendix C, table C11). Sixty-eight percent of applicants and 74 percent of awardees identify as female, compared with 49 percent of the population.

Fewer Traditional applicants and awardees have at least one parent with a 4-year college degree compared with students in the regional public high school population.

On average, applicants and awardees come from families with lower levels of educational attainment than do the students in the regional public high school population (figure 23 and appendix C, table C11). Twenty-eight percent of applicants and 21 percent of awardees reported that at least one parent has attained a bachelor's degree. By comparison, 35 percent of the adult population in the six-county Kansas City region has obtained a 4-year degree or higher according to the most recent U.S. Census Bureau data.

Figure 23

Percentage of Public School Students in Districts Served by KC Scholars Compared With Traditional Applicants and Awardees, by FRL Eligibility, Gender, Parental 4-Year College Degree Attainment, and Race/Ethnicity, 2021 Award Cycle



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Population data for FRL-eligibility, gender, and racial/ethnic composition are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2019–20 v.1a. Population data for parental baccalaureate attainment are from the U.S. Census Bureau's American Community Survey, 5-Year Estimates 2015–2019. Data on Asian students is not included in this figure because the Common Core of Data groups Asian and Pacific Islander students together; this data cannot be disaggregated for comparison with data regarding Asian students in the KC Scholars applicant and awardee pools.

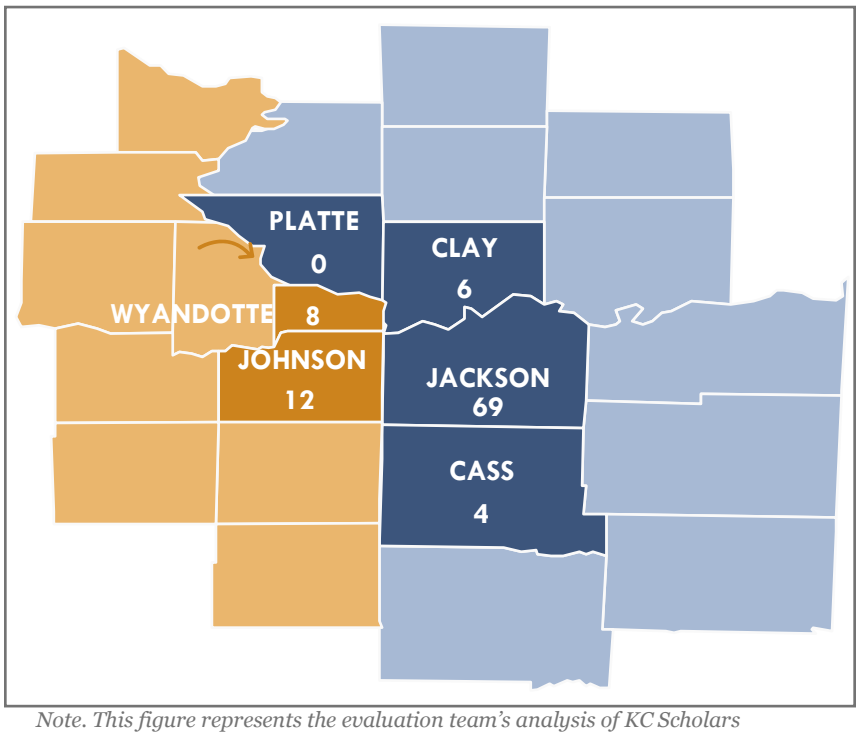
Spotlight on MU/UMKC Scholars

As in previous years, KC Scholars awarded a subset of Traditional scholarships to students to attend MU or UMKC. These scholarships are funded through a matched commitment between KC Scholars and MU/UMKC. In the 2021 award cycle, 214 eligible applicants received an MU/UMKC scholarship offer, accounting for 41 percent of Traditional awards. Overall, these students closely resembled the composition of the broader awardee cohort for this scholarship in terms of gender, race/ethnicity, parental baccalaureate attainment, and measures of economic disadvantage. For example, 23 percent of MU/UMKC awardees identify as Black compared with 26 percent of all Traditional awardees, 29 percent of both groups identify as Hispanic, and 30 percent of MU/UMKC awardees identify as White, not Hispanic, compared with 27 percent of all Traditional awardees. In terms of gender, 69 percent of MU/UMKC awardees identify as female compared with 71 percent of all Traditional awardees. MU/UMKC awardees are slightly more economically advantaged than all Traditional awardees: 63 percent said they are eligible for FRL compared with 71 percent of all Traditional awardees, and their average EFC is $2,121 compared with $1,378 for all Traditional awardees. The largest difference in characteristics between the two groups is regarding parental baccalaureate attainment, with a higher share of MU/UMKC awardees reporting having a parent with a 4-year college degree (29 percent) compared with all Traditional awardees (21 percent). The two groups are also similar in terms of academic achievement, with average high school GPAs that are within one tenth of a point of each other (3.59 for MU/UMKC awardees versus 3.67 all Traditional awardees).

Adult Learner

Figure 24

Percentage of Adult Learners, by County of Residence, 2021 Award Cycle



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

The Adult Learner component of KC Scholars has grown in size since the first year of the program. After launching this component with an inaugural cohort of 91 awardees, the program saw the number of Adult Learner applicants and awardees increase each year through the 2020 award cycle. In the 2021 cycle, that number declined for the first time, down from 200 awardees in 2020 to 158 awardees in 2021. As in previous years, all eligible adult applicants were offered an award. Thus, the 2021 cohort had 158 applicants and 158 awardees. The majority, or 69 percent, resided in Jackson County at the time of application (figure 24). For all characteristics of Adult Learners, see appendix D, tables D1–D12.

More than half of Adult Learners have no financial resources to pay for college.

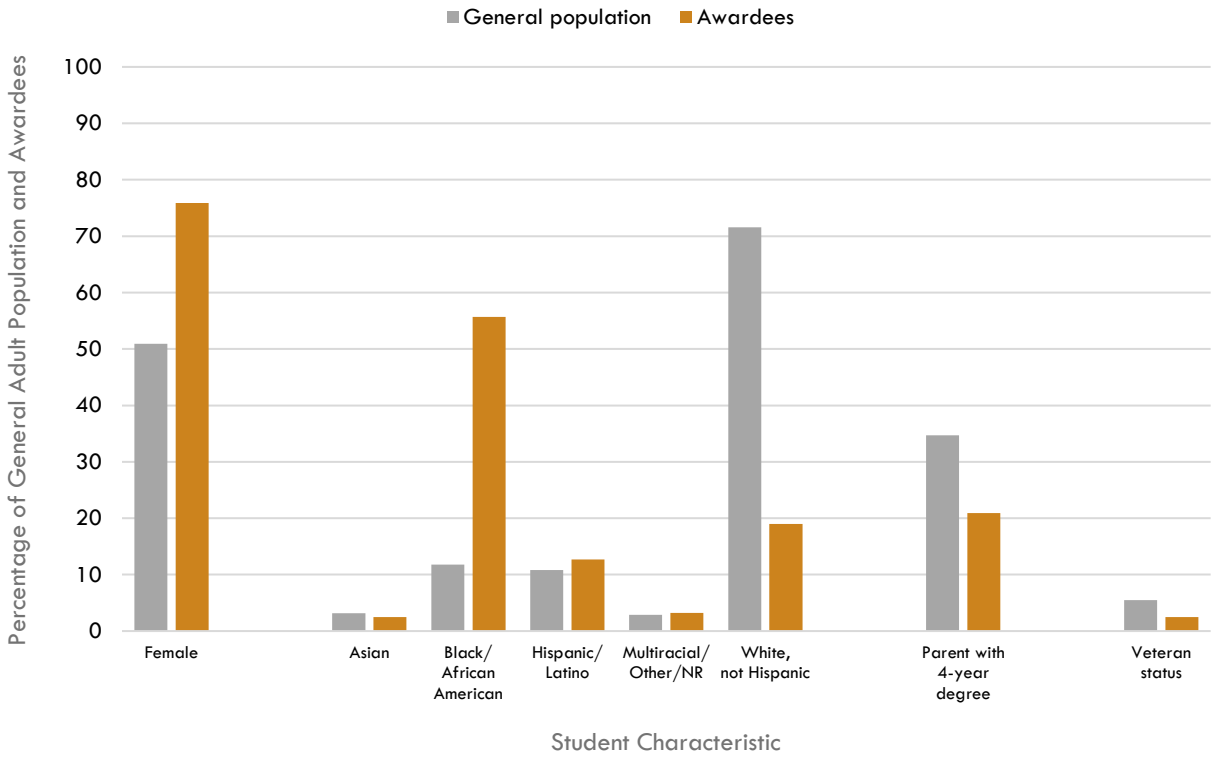
Adult Learners have few, if any, financial resources to pay for college, as measured by the EFC metric. Specifically, 84 of 158 awardees (53 percent) reported an EFC of $0. The average EFC was $2,160, an increase from the average of $1,874 among 2020 cycle awardees (appendix D, table D2).

The majority of Adult Learners are persons of color, and the proportion of Black awardees is nearly five times larger than the proportion of Black students in the general population.

A hallmark of the Adult Learner component is its ability to attract applicants who identify as Black. That trend continued this year, with 56 percent of awardees identifying as Black compared with 12 percent of residents in the six-county KC Scholars service area—a difference of 44 percentage points (figure 25 and appendix D, table D5). Hispanics are also overrepresented in the awardee cohort, at 13 percent of awardees compared with 11 percent of the population. Similar proportions of Asians and Multiracial applicants are found in the awardee cohort as in the general population (about 3 percent for each group). White awardees represent 19 percent of all awardees and 72 percent of the population.

Figure 25

Percentage of the General Adult Population in the Six Counties Served by KC Scholars Compared With Adult Learners, by Gender, Race/Ethnicity, Parent 4-Year College Degree Attainment, and Veteran Status, 2021 Award Cycle



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Data on the gender and race/ethnicity of the general population of the KC Scholars service area come from the U.S. Census Bureau's Population Estimates Program, Vintage 2019 Tables. Data on veteran status and the percentage of persons who are 25 years or older with a bachelor's degree or higher in the general population of the KC Scholars service area come from the U.S. Census Bureau's American Community Survey, 5-Year Estimates 2015–2019.

Female students are represented at higher rates in the Adult Learner cohort compared with those in the general population.

Students who identify as female represent 76 percent of Adult Learners compared with 51 percent of the broader population (figure 25). The proportion of female Adult Learners in 2021 is the lowest in the five years of the program (appendix D, table D5).

Fewer Adult Learners have at least one parent with a 4-year college degree compared with those in the general population.

Adult Learners have lower levels of parental 4-year college degree attainment compared with the population in the six-county region (figure 25 and appendix D, table D5). Specifically, 21 percent of Adult Learners reported that a parent has completed a 4-year degree compared with 35 percent of adults aged 25 and older in the general population.

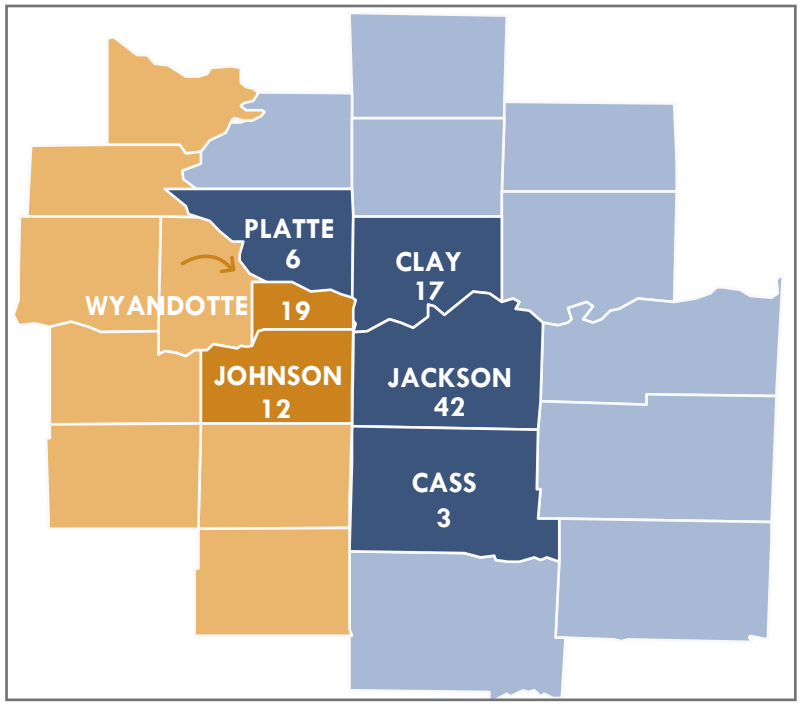
Few Adult Learners are veterans, which is consistent with the demographics of the general population.

In the 2021 cycle, 3 percent of Adult Learners reported being veterans of the armed services compared with 6 percent of the general population (figure 25 and appendix D, table D5).

College Savings

Figure 26

Percentage of College Savings Awardees, by County of Residence, 2021 Award Cycle



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

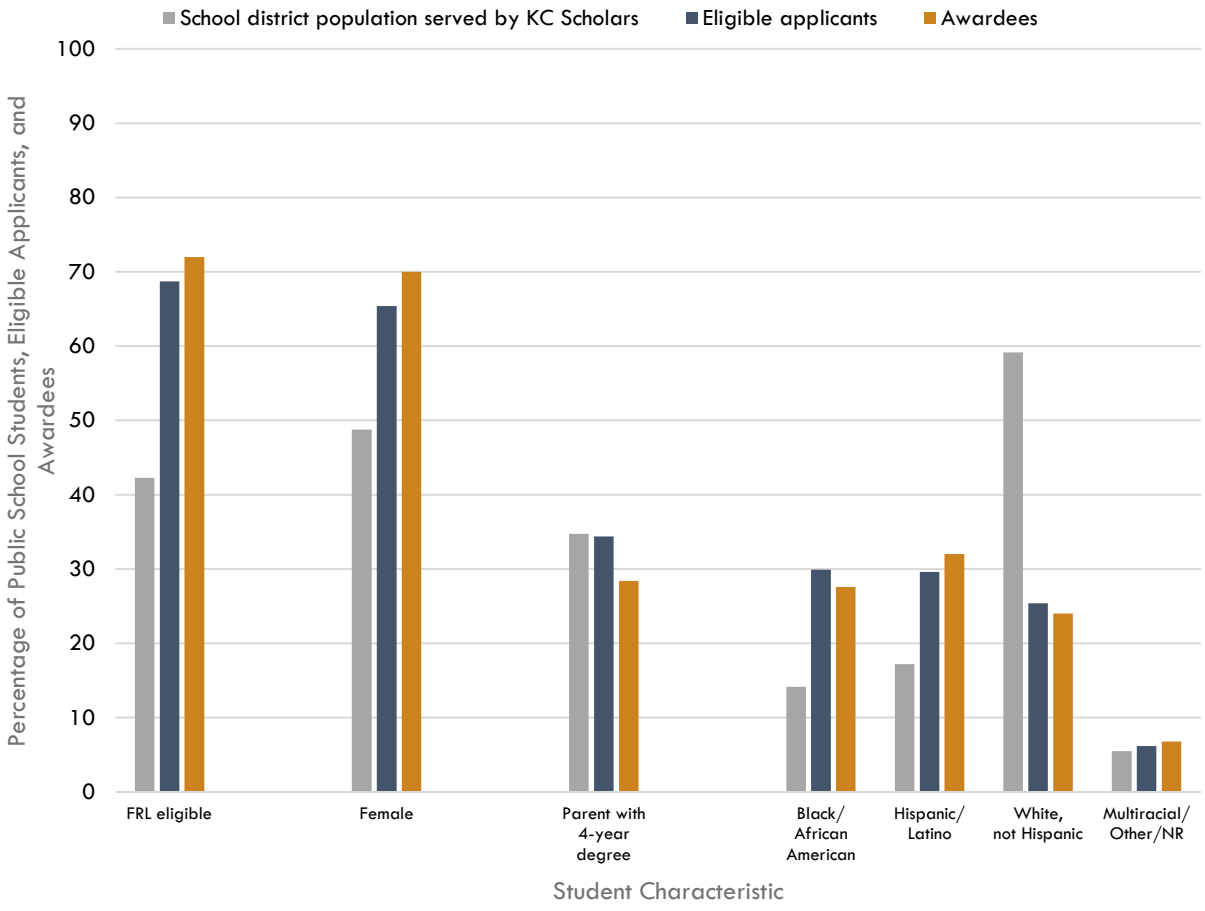
During its first four years, KC Scholars offered two different college-savings tracks: (a) a seeded account that contributed to a 529 college savings plan and (b) a savings match for up to $5,000 and up to $2,000 more for students who complete specified college preparation activities. Beginning in the 2021 award cycle, KC Scholars combined the seeded and matched awards so that all awardees were eligible for a match on their account contributions and for incentives each high school year. A total of 355 eligible applications were received for the College Savings program component in 2021, 250 of which were offered a matched award. A majority, or 42 percent, resided in Jackson County at the time of application (figure 26). For all characteristics of College Savings applicants and awardees, see appendix E, tables E1–E16.

College Savings applicants and awardees come from low-income to modest-income backgrounds and have higher levels of financial need than do students in the regional public high school population.

College Savings applicants and awardees demonstrate high levels of financial need. Compared with the population of public high school students in the six-county region served by KC Scholars, both applicants and awardees have higher rates of FRL eligiblity (figure 27 and appendix E, table E8). Specifically, 69 percent of 2021 applicants and 72 percent of awardees are eligible for FRL, compared with 42 percent of the public school population. In addition, applicants and awardees have an average EFC of $2,242 and $1,589, respectively (appendix E, table E1 and E2).

Figure 27

Percentage of Public School Students in Districts Served by KC Scholars Compared with College Savings Scholarship–Eligible Applicants and Awardees, by FRL Eligibility, Gender, Parental 4-Year College Degree Attainment, and Race/Ethnicity, 2021 Award Cycle



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Population data for percentage FRL, percentage female, and percentage racial/ethnic composition are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2019-20 v.1a. Population data for parental baccalaureate attainment are from the U.S. Census Bureau's American Community Survey, 5-Year Estimates 2015–2019.

College Savings applicants and awardees are racially and ethnically diverse, and the applicant pool and awardee cohort have higher proportions of Black and Hispanic students compared with those in the regional public high school population.

Black students and Hispanic students are overrepresented in the College Savings applicant pool and awardee cohort relative to their proportions in the population (figure 27 and appendix E, table E8). Specifically, 30 percent of applicants and 28 percent of awardees identify as Black compared with 14 percent of the population. Similarly, 30 percent of applicants and 32 percent of awardees identify as Hispanic compared with 17 percent of the population. The proportion of awardees who identify as Multiracial in the awardee cohort (7 percent) also slightly exceeds that rate among the population and the applicant pool (6 percent each). White students are underrepresented in the applicant pool and awardee cohort, at 25 and 24 percent respectively, compared with 59 percent of the population.

Female students are represented at higher rates in the College Savings applicant pool and awardee cohort compared with female students in the regional public high school population.

Students who identify as female are also overrepresented in the College Savings applicant pool and awardee cohort (figure 27 and appendix E, table E8). Sixty-five percent of applicants and 70 percent of awardees identify as female compared with 49 percent of the population.

Fewer College Savings awardees have at lease one parent with a 4-year college degree compared with students in the applicant pool and with students in the regional public high school population.

College Savings awardees have lower levels of parental 4-year college degree attainment compared with the applicant pool and the population in the six-county region (figure 27 and appendix E, table E8). Specifically, 28 percent of Adult Learners reported that a parent has completed a 4-year degree compared with 34 percent of applicants and 35 percent of adults aged 25 and older in the general population.

CHARACTERISTICS OF THE HIGH SCHOOLS ATTENDED BY 2021 TRADITIONAL SCHOLARSHIP AWARDEES

Guiding Questions

- **For the Traditional scholarship component, what are the average characteristics of the high schools attended by 2021 scholarship awardees?**
- **Are there differences in the average characteristics between schools that enrolled 2021 awardees and schools that did not?**

This year's report features a new analysis of the school-level characteristics of Traditional scholarship awardees. The purpose of this analysis is to explore the extent to which school-level characteristics may be correlated with the extent to which students are aware of, apply to, and become awardees of the KC Scholars program, especially for historically disadvantaged students.

Findings on School Demographic Characteristics

As shared in the previous sections, 1,037 eligible applications were submitted for the Traditional scholarship in the 2021 award cycle, with 524 (51 percent) resulting in a scholarship offer. These awardees hail from 80 unique high schools in the program's service area, 69 of which were identified as one of the 87 public high schools in the program's six counties according to the most recent data from the U.S. Department of Education (SY 2019/20). This section of the report presents the findings related to this set of 69 schools that enrolled at least one awardee in the 2021 award cycle and that were also included on the CCD's list of 87 public high schools in the six counties (i.e., awardee schools). These 69 schools werecompared with the remaining 18 schools that were included in the CCD's list but did not enroll an awardee this year (i.e., non-awardee schools).

Awardee schools tended to serve students with high levels of financial need.

Compared with non-awardee schools, a higher proportion of awardee schools were eligible for Title I services and enrolled higher percentages of students eligible for FRL (table 15). Specifically, 73 percent of awardee schools were

About the school-level analyses

Using the same data source used for the regional representation analysis (the U.S. Department of Education's Common Core of Data for SY 2019/20), the evaluation team examined public high schools in the six-county KC Scholars service region to make comparisons between schools that enrolled 2021 awardees and schools that did not. The team identified 87 schools on the CCD's 2019/20 list of public high schools in the six counties. Sixty-nine of these schools enrolled at least one awardee from the 2021 award cycle applicant pool, based on KC Scholars administrative data. The average characteristics of these 69 schools were then compared with those of the remaining 18 schools that did not enroll a Traditional scholarship awardee in the 2021 award cycle.

Title I eligible compared with 50 percent of non-awardee schools. Students eligible for FRL made up 47 percent of average enrollments at awardee schools compared with 37 percent of average enrollments at non-awardee schools. These differences were not statistically significant.

Awardee schools and non-awardee schools enrolled similar proportions of female students, Black students, Hispanic students, and Black males.

On the whole, awardee and non-awardee schools had similar average gender and racial/ethnic compositions (table 15). Compared to non-awardee schools, awardee schools enrolled slightly lower proportions of Black students, Hispanic students, and Black males and slightly higher proportions of White students and female students. These differences ranged from a 1 percent point gap in Black male enrollments to a 5 percent gap in White and Hispanic enrollments and were not statistically significant.

Awardee schools were more likely to have higher student–teacher ratios and enroll higher proportions of multiracial students than were non-awardee schools.

Awardee schools had a significantly higher average student–teacher ratio than non-awardee schools (16:1 versus 12:1, respectively) (table 15). Awardee schools also had a significantly higher proportion of students who identified as two or more races (4 percent versus 3 percent, respectively). These differences were statistically significant.

TABLE 15

Average Characteristics of Public High Schools That Enrolled 2021 Traditional Awardees Compared With Non-Awardee–Enrolling Schools in the Six-County Region Served by KC Scholars, 2021 Award Cycle

Characteristic	Average Across Awardee Schools (*N* = 69)	Average Across Non-Awardee Schools (*N* = 18*)	Difference Between Awardee and Non-Awardee Schools (*N* = 87*)
Percent Title I Eligible	73	50	23
Percent FRL	47	37	10
Student–teacher ratio	16:1	12:1	4:1
Percent female	49	47	2
Percent Black	21	23	–2
Percent Hispanic	18	22	–5
Percent White	53	48	5
Percent Multiracial	4	3	1
Percent Black male	10	12	–1

Note. This table represents the evaluation team's analysis of KC Scholars administrative data and data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2019-20 v.1a. The average differences between awardee schools and non-awardee schools were statistically significant for student–teacher ratio (p = .000) and percent Multiracial (p = .045). Figures are rounded to the nearest whole number, which may affect how average differences are displayed.

** Student–teacher ratio was missing for two of the non-awardee schools; thus, the sample size for this characteristic was 16 among non-awardee schools and 85 when comparing all schools.*

Among awardee schools, the number of Traditional scholarships awarded tended to be greater at schools with higher proportions of students with financial need and at schools with higher proportions of Hispanic students.

Schools attended by a 2021 Traditional awardee varied in the number of students who received scholarship awards, ranging from a minimum of one to a maximum of 28, with the average number of awards per school equal to about seven (appendix C, table C1). Some of the school-level demographic characteristics examined were correlated with the number of awards per school. Of the nine characteristics examined, two were moderately correlated with the number of awards. Specifically, awardee schools tended to have more awards the higher the proportion of the student body that received FRL (r = .57) and tended to have more awards the higher the proportion of the study body that identified as Hispanic (r = .58) (appendix F, table F1). To a lesser extent, the concentration of White students enrolled in awardee schools was also related to the number of awards but in the opposite direction: awardee schools tended to have fewer awards the higher the proportion of the student body that identified as White (r = –.50).

Findings on FAFSA Submissions and Completions

In addition to comparing the demographic characteristics of awardee schools and non-awardee schools, the evaluation team examined extant data on schools' annual submissions and completions of the FAFSA. These data were sourced from the U.S. Department of Education's Federal Student Aid (FSA) Application Volume Reports database. FAFSA submissions reflect the number of FAFSA forms that are submitted by

About the FAFSA Data

The U.S. Department of Education's office of Federal Student Aid provides publicly available Application Volume Reports for both public and private high schools in each state. The data contain two key metrics: FAFSA submissions, processed over the previous 15 months from a given end date, and FAFSA completions, processed over the previous 15 months from a given end date (15 months is FSA's official cycle for the corresponding upcoming postsecondary term). "Submissions" refers to the total applications received by the FSA; "completions" refers to the subset of submissions that are approved by the FSA because they contain complete information. Because high schools self-report these data to the federal government, not all high schools in a given state are represented in the FSA database. However, the FSA database includes data from most of the schools served by the KC Scholars program to date, including 79 of the 81 Traditional awardee schools in the 2021 cycle. An additional 35 schools were identified in the data as schools that belonged to the six-county KC Scholars service area but did not enroll at least one Traditional awardee in 2021.

To analyze the FAFSA trends for these groups of schools, the team first matched KC Scholars administrative records with FSA data from the 2015/16, 2016/17, 2017/18, 2018/19, 2019/20, and 2020/21 school years in the states of Kansas and Missouri. The data were bounded by FSA cycle dates of June 30 in each year (or the last business day of June in that year); that is, each data point referenced the number of submissions or completions processed in the previous 15 months from the end of June. The team refers to these data points as the number of applications processed over the 2015/16 school year cycle, over the 2016/17 school year cycle, and so forth, up through the end of the most recent school year, 2020/21. School year 2015/16 was selected as the baseline year. This baseline year is the school year prior to the launch of the KC Scholars program. Each subsequent year corresponds to the program's award cycle, culminating in the 2021 award cycle that occurred in 2020/21 school year. WestEd conducted two sets of analyses using these data. The first examined the sample of schools with complete data on submissions and completions in the 2020/21 cycle, comparing the averages for 2021 awardee schools (n = 77) with 2021 non-awardee schools (n = 29). The second examined the subsample of 2021 awardee schools that also had complete submission and completion data over all 6 years examined (n = 72). Because of differences in the data sources, these samples are different from the sample used to conduct the analysis of CCD data on the average demographic characteristics of awardee and non-awardee schools.

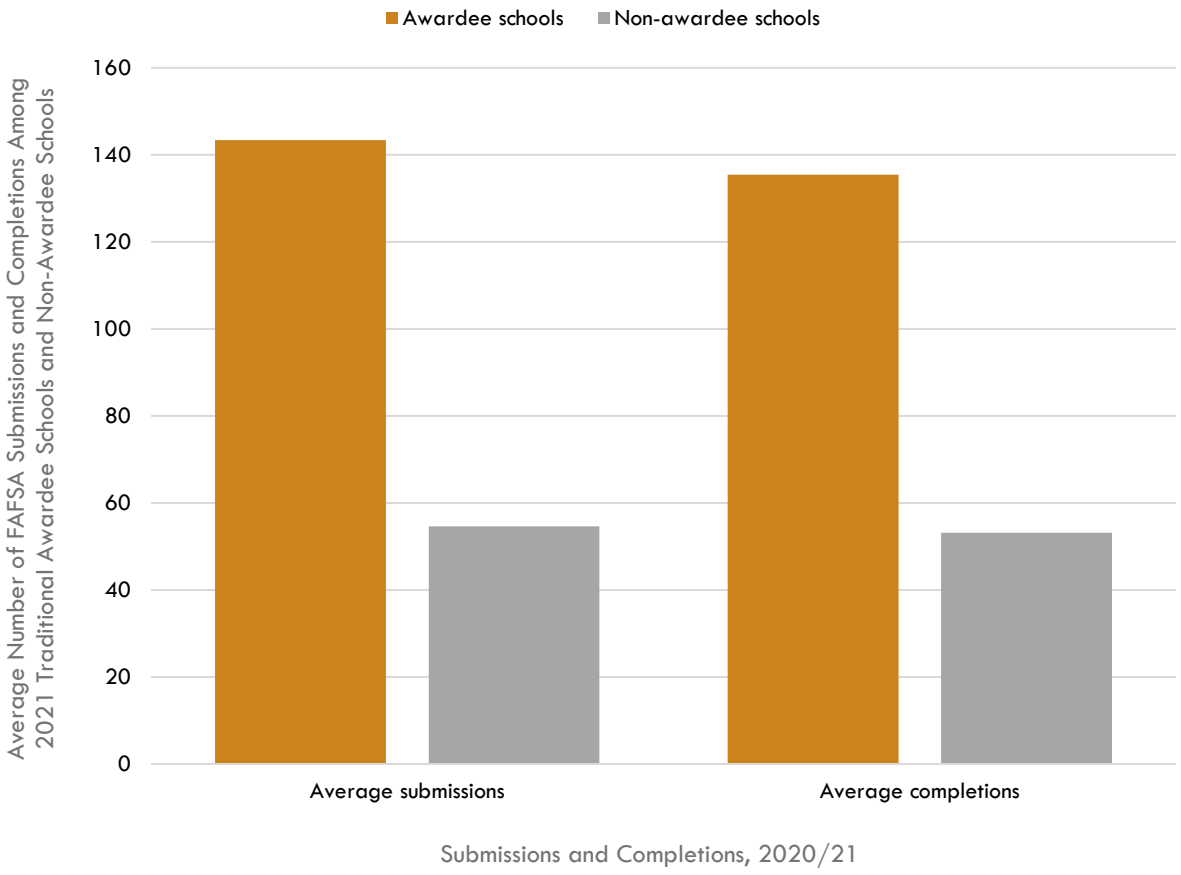
high school students. If all information is included in the submitted forms, the forms are considered to be completed applications. Although these data did not allow the evaluation team to make inferences about the impact of KC Scholars on a given school's FAFSA trends or college-going culture, the data are presented as contextual measures of applicants' intention to go to college.

Awardee schools had significantly higher FAFSA submissions and completions than did non-awardee schools in the 2020/21 school year.

Figure 28 displays the average FAFSA submissions and completions among 2021 awardee schools (n = 77) and 2021 non-awardee schools in the six-county region (n = 29). Awardee schools had more than double the number of average submissions and completions in the 2020/21 school year than did schools that did not enroll a Traditional awardee in that year (appendix F, table F2). Specifically, awardee schools had an average of 143 FAFSA submissions during the period examined compared with an average of 55 submissions among non-awardee schools. Awardee schools also had an average of 135 FAFSA completions during this period compared with an average of 53 completions among non-awardee schools. Both of these differences were statistically significant.

Figure 28

Average FAFSA Submissions and Completions Among 2021 Traditional Awardee Schools and Non-Awardee Schools, 2020/21 School Year



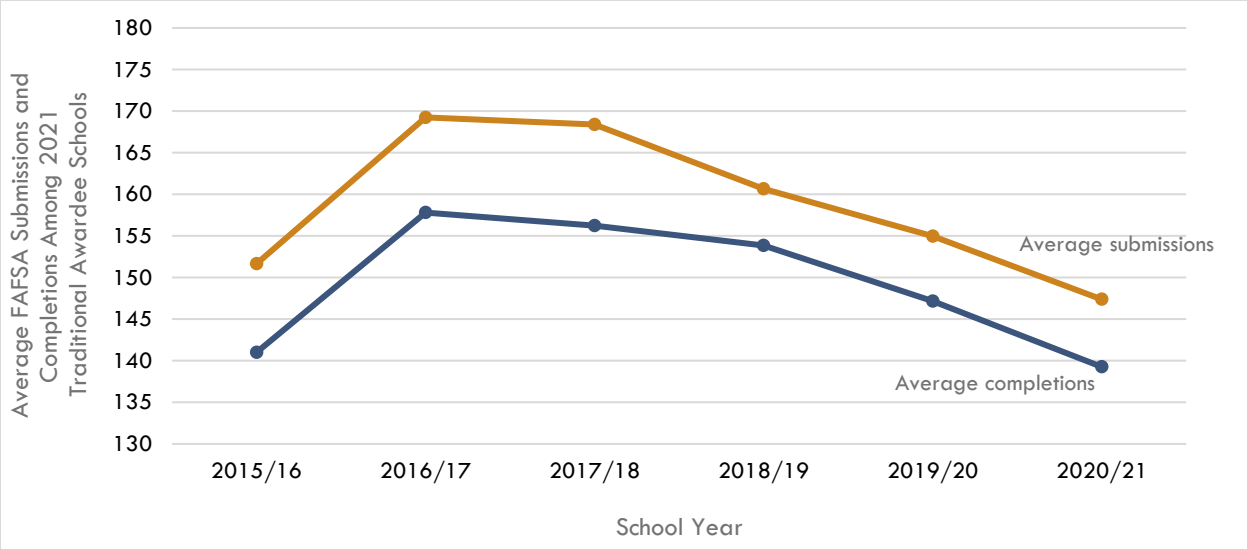
Note. This figure represents the evaluation team's analysis of data from the U.S. Department of Education Federal Student Aid Application Volume Reports. Retrieved from https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school. The average differences for both submissions and completions between awardee schools and non-awardee schools were statistically significant (p = .000).

Average FAFSA submissions and completions at 2021 awardee schools have declined over time.

Among the subset of 2021 awardee schools that also had complete FAFSA data in the 5 previous years (*n* = 72), trends in FAFSA submissions and completions show a slight year-over-year decline since the 2016/17 school year, the year the program opened its first application cycle (figure 29 and appendix F, table F3). In the 2015/16 school year, the year prior to the launch of KC Scholars, these schools averaged 152 FAFSA submissions per school, with an average of 141 that were deemed complete and, therefore, approved to be used for awarding federal financial aid. In 2016/17, average per-school submissions rose to 169, with 158 of them resulting in federal financial aid for the applicants. Average submissions and completions declined slightly in each subsequent year, up through the 2020/21 school year. Since these data are purely contextual and are not benchmarked against a valid comparison group, year-over-year changes cannot be attributed to the program because they could have been influenced by any number of factors. For example, national FAFSA completion rates declined in spring 2020 due to COVID-19 and continue to lag behind pre-COVID figures at the time this report was published, which may have affected the averages for the 2019/20 and 2020/21 school years.

Figure 29

Average FAFSA Submissions and Completions Among 2021 Traditional Awardee Schools Over Time, 2015/16 Through 2020/21 School Years



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

SUMMARY

This section summarizes the KC Scholars program applicant and awardee characteristics from the first five award cycles (2017 to 2021), the comparison between 2021 awardee characteristics and those of the regional population, and the comparison between the characteristics of high schools attended by the 2021 Traditional awardees with non-awardee high schools. The section ends with some suggestions for the KC Scholars program based on the findings and some recommendations for future analyses.

Applicant and Awardee Characteristics

Since the beginning of the KC Scholars program, the majority of applicants and awardees from all three components (Traditional, Adult Learners, and College Savings) resided in Jackson County, Missouri. Approximately 50 percent of the Traditional and College Savings applicants and awardees and 65 to 70 percent of Adult Learner applicants and awardees were from Jackson County, Missouri. The next largest, but much smaller, proportion of applicants and awardees (about 12 percent) came from Johnson County, Kansas, and Clay County, Missouri. From 2017 to 2021, there were slight increases in the proportion of applicants and awardees from Clay County, Missouri (Traditional), Cass County, Missouri, and Johnson County, Kansas (Adult Learners), and Clay County, Missouri, and Johnson County, Kansas (College Savings).

As measured by the KC Scholars program, the program is meeting its goal of increasing postsecondary attainment rates for students from low- to modest-income families. EFC data show that applicants and awardees from all components and all years (2017 to 2021) had high levels of economic need. The average EFC over the five award cycles varied by program component but was less than $2,000, far below the $12,000 EFC cutoff for program eligibility. On average, Traditional and College Savings awardees consistently had lower average EFC (i.e., greater need) than applicants. More than half of the Adult Learners in 2021 had an EFC of $0, indicating that they have no financial resources to pay for college. This percentage decreased slightly from previous years, when close to 60 percent had an EFC of $0.

All the applicant and awardee groups were racially and ethnicly diverse. The Traditional and College Savings awardees were fairly evenly distributed (between 25 and 30 percent) among Black, Hispanic, and White groups, whereas the Adult Learners were predominately Black (60 percent).

Over time, the racial and ethnic composition of students in the Traditional component remained the same whereas there was an increase in the percentage of Hispanic and a decrease in the percentage of White applicants and awardees in the Adult Learner and College Savings components.

In the 2020 and 2021 award cycles, there was a larger proportion of Black and Hispanic applicants and awardees than there was in the six-county Kansas City region.[2] On average, there were about two times the proportion of Black and Hispanic applicants and awardees in the Traditional and College Savings components than there was in the Kansas City–area general high school population. In the Adult Learner component, there was about four times the proportion of Black applicants and awardees than there was in the general population but about the same proportion of Hispanics.

The proportion of female applicants and awardees is overrepresented compared with that of the general population, with more than 70 percent of female students in each of the three components. The proportion of female applicants and awardees in the Adult Learner and College Savings components has remainly fairly consistent over time, with the exception of the 2018 Adult Learners—in that cohort, females comprised 90 percent of awardees. There was a slight increase in the percentage of male applicants and awardees in the Traditional component from 2017 to 2018.

[2] Analyses comparing the characteristics of KC Scholars applicants and awardees to the population in the KC Scholars service area was conducted with data from the 2020 and 2021 award cycles.

On average, about 20 percent of Traditional and Adult Learners reported that they had at least one parent with a 4-year college degree, whereas slightly more than 30 percent of College Savings awardees reported the same. Over the five award cycles, the proportion of awardees who had a parent had a 4-year college degree decreased slightly in the College Savings component and increased slightly in the Traditional component. Compared with the general population, the proportion of awardees who had a parent with a 4-year college degree was lower in all three component.

About 65 percent of Traditional awardees reported being currently or previously employed when they applied to the KC Scholars program. Three percent reported that they were working in more than one job, and 1 percent reported full-time employment. From 2017 to 2021, an increasing percentage of students reported working part-time or full-time and working in more than one job.

When they applied to the KC Scholars program, only 1 percent of Adult Learners reported that they were not working and had never been employed in the past. About 60 percent reported working full time, and another 16 percent reported worked part time. Over time, the percentage of Adult Learners who were not employed when they applied to the program increased and the percentage of awardees who were working full time decreased.

Almost 90 percent of College Savings awardees were neither working nor had ever worked when they applied to the program, which is not surprising given their young age. Employment patterns of College Savings awardees were consistent over time.

Applicants and awardees for all three KC Scholars components were high academic achievers. On average from the 2017 to 2021 award cycles, 94 percent of Traditional awardees and 85 percent of College Savings awardees earned a 3.0 GPA or higher when they applied. In comparison, the Adult Learners had lower levels of academic achievement, with only 32 percent earning a prior postsecondary GPA between 2.5 and 3.0. The average GPA of the applicants and awardees from all three components increased over time.

Reflections and recommendations

Findings in this report show that the KC Scholars program appears to be reaching the students targeted by the program's three components. Applicants have high levels of financial need, are mostly first-generation college students, are high academic achievers, and were employed at the time of their application or previously. For the most part, awardees exhibited more need and more academic success than applicants. Both the applicant pools and awardee cohorts have higher proportions of students who are from racial and ethnic groups that are historically underrepresented in higher education, including those who identify as Black and Hispanic. Further, higher proportions of the applicant pools and awardee cohorts have the characteristics targeted by the KC Scholars than do the general population of the six-county Kansas City area served by the program.

Gender and residency are the two applicant and awardee characteristics that need improvement; fewer males than females apply for and are awarded scholarships, and students in some counties are underrpresented. KC Scholars may consider opportunities to strengthen outreach to schools in counties with low representation and to support schools in engaging and supporting males applicants.

School-Level Characteristics

In the 2021 award cycle, the 524 Traditional awardees were enrolled in one of 69 public high schools when they applied to the KC Scholars program. To explore the extent to which attending a high school with certain characteristics may be correlated with becoming an awardee, the evaluation team compared several characteristics of awardee schools with those of other public schools in the region that did not have an awardee in the 2021 cycle.

The levels of student financial need, measured by eligibility for Title I services and the proportion of students who were eligible for FRL, were higher in awardee schools than they were in non-awardee schools, but the difference was not statistically significant.

Similarly, the differences in the racial and ethnic composition of the student body at awardee and non-awardee school did not differ significantly. The exception was that awardee schools had a significantly higher percentage of Multiracial students (4 percent) than did non-awardee schools (3 percent), although the total proportion of Multiracial students was small.

Significant differences were also found between awardee and non-awardee schools with respect to their average student–teacher ratios. Awardee schools had, on average, significantly higher student–teacher ratios than did non-awardee schools, at 16 students per teacher compared with 12 students per teacher, respectively.

The number of 2021 Traditional awardees at any given school varied from one to 28. Two school-level characteristics were moderately correlated with the number of awardees at a school. Schools with higher number of awardees had, on average, higher proportions of students with financial need and who indentified as Hispanic.

Using a different data source and sample, which included both public and private high schools in the KC Scholars service region, the evaluation team also examined differences in the average number of FAFSA submissions and completions at awardee schools compared with those of non-awardee schools. Awardee schools had more than twice the number of FAFSA submissions and completions than did non-awardee schools, and this difference was highly statistically significant. The number of completions and submissions at awardee schools declined slightly over time from their peak in the 2016/17 school year.

Reflections and recommendations

Findings from the school-level analysis suggest that neither the racial and ethnic makeup of the school nor the level of student financial need is significantly different in awardee and non-awardee schools. These findings, together with the findings on the degree to which applicants and awardees reflect the makeup of the six-county high school population, suggests that KC Scholars is reaching the intended populations targeted by the Traditional component.

The characteristics on which awardee and non-awardee schools differ the most appear to be average FAFSA submissions and completions. The statistically significant gap between awardee schools and non-awardee schools on these two measures is quite large—awardees have more than double the submissions and completions than do non-awardee schools. This may, in part, be due to the requirement that KC Scholars awardees complete their FAFSA by December 1 of their senior year. The KC Scholars provides FAFSA4caster assistance sessions and online tutorials to all students in the region during the application season. KC Scholars may consider working more closely with schools with few or no Traditional awardees to ensure that the students are aware and take advantage of the FAFSA support provided by KC Scholars.

Future Analysis

While this analysis shows that the KC Scholars program is largely reaching its intended students, future analysis could uncover a deeper understanding of student access across subgroups, such as Black males or Hispanic females. Given the variation in the student population in each county, the proportion of KC Scholars awardees to school-age students could be analyzed by county. Further, a thorough investigation of student experiences from the students themselves may shed light on the barriers that exist and may support systems that are successful for specific student groups.

The forthcoming Year 5 Impact Report will extend this investigation by providing causal evidence of program impact on postsecondary outcomes, including completion. With the results of these analyses, KC Scholars leadership will learn whether significant differences can be observed in access, persistence, and completion outcomes between students who were offered a scholarship and their peers who were not—and the extent to which these differences can be attributed to the effect of receiving an award. The impact report will include separate subgroup analyses by students' race and ethnicity, gender, and parental education status in an effort to determine whether the impact of scholarship receipt differs by student characteristics.

Appendix A. Applicant and Awardee Details, 2017–2021 Award Cycles

TABLE A1
Characteristics of Traditional Applicants and Awardees, 2017–2021 Award Cycles

Characteristic	Applicants (*N* = 6,609)	Awardees (*N* = 2,692)
Average EFC	$2,263	$1,018
Female	68%	73%
Parent w/4-year college degree	29%	16%

Note. KC Scholars administrative data.

TABLE A2
Percentage of Traditional Applicants, by GPA and Year, 2017–2021 Award Cycles

GPA Range	2017 Applicants	2018 Applicants	2019 Applicants	2020 Applicants	2021 Applicants
< 2.5	3%	1%	1%	1%	0%
2.5–3.0	21%	20%	22%	24%	15%
3.0–3.5	33%	33%	34%	31%	33%
> 3.5	43%	47%	44%	44%	53%

Note. KC Scholars administrative data. Totals may not sum to 100% due to rounding.

TABLE A3
Percentage of Traditional Awardees, by GPA and Year, 2017–2021 Award Cycles

GPA Range	2017 Awardees	2018 Awardees	2019 Awardees	2020 Awardees	2021 Awardees
< 2.5	1%	0%	0%	0%	0%
2.5–3.0	6%	5%	8%	6%	5%
3.0–3.5	28%	25%	31%	24%	26%
> 3.5	64%	70%	62%	70%	69%

Note. KC Scholars administrative data. Totals may not sum to 100% due to rounding.

TABLE A4
Characteristics of Adult Learners, 2017–2021 Award Cycles

Characteristic	Awardees (N = 782)
Average EFC	$1,986
Female	80%
Parent w/4-year degree	21%

Note. KC Scholars administrative data.

TABLE A5
Characteristics of College Savings Awardees, 2017–2021 Award Cycles

Characteristic	Awardees (N = 1,612)
Average EFC	$2,095
Female	68%
Parent w/4-year degree	33%

Note. KC Scholars administrative data.

TABLE A6
Percentage of College Savings Awardees, by County of Residence and Year, 2017–2021 Award Cycles

County of Residence	2017	2018	2019	2020	2021
Cass (MO)	3%	5%	2%	1%	3%
Clay (MO)	7%	6%	8%	17%	14%
Jackson (MO)	47%	44%	52%	45%	46%
Johnson (KS)	10%	15%	13%	12%	11%
Platte (MO)	7%	4%	4%	4%	0%
Wyandotte (KS)	25%	25%	22%	18%	22%
Other	1%	2%	0%	2%	4%

Note. KC Scholars administrative data.

TABLE A7

Percentage of College Savings Awardees, by Employment Status and Year, 2017–2021 Award Cycles

Employment Status	2017	2018	2019	2020	2021
Currently work at more than one job	0%	1%	0%	0%	1%
Currently work full-time	0%	0%	0%	0%	0%
Currently work part-time or seasonally	7%	8%	9%	8%	7%
Held job in the past but not currently	2%	4%	2%	3%	3%
No current or past employment	91%	87%	89%	89%	88%

Note. KC Scholars administrative data.

TABLE A8

Percentage of College Savings Awardees, by High School GPA, 2017–2021 Award Cycles

GPA Range	2017	2018	2019	2020	2021
< 2.5	0%	0%	0%	0%	0%
2.5–3.0	15%	14%	20%	17%	6%
3.0–3.5	23%	24%	28%	29%	18%
> 3.5	62%	62%	52%	54%	76%

Note. KC Scholars administrative data.

Appendix B. Kansas City Scholars Program Details

Table B1
Colleges and Universities Where Awardees Can Use Their Scholarships (Members of the KC Scholars Postsecondary Network)

Avila University
Baker University
- Overland Park Campus
- Topeka Campus
- Wichita Campus

Donnelly College
Johnson County Community College
Kansas City Art Institute
Kansas City Kansas Community College
- Burke Technical Education Center
- Leavenworth KCKCC Pioneer Career Center

Kansas State University
- Global Campus
- Polytechnic Campus in Salina

Lincoln University
Metropolitan Community College
- Blue River Campus
- Business and Technology Campus
- Longview Campus
- Maple Woods Campus
- Penn Valley Campus

Park University
- Downtown Kansas City Campus
- Independence Campus
- Lenexa Campus

Rockhurst University
University of Central Missouri
- Lee's Summit Campus

University of Kansas
- College Online
- Edwards Campus

University of Missouri – Columbia
- Mizzou Online

University of Missouri – Kansas City
Western Governors University
William Jewell College

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

Appendix C. Traditional Component Details

TABLE C1
High Schools Attended by Traditional Awardees, 2021 Award Cycle

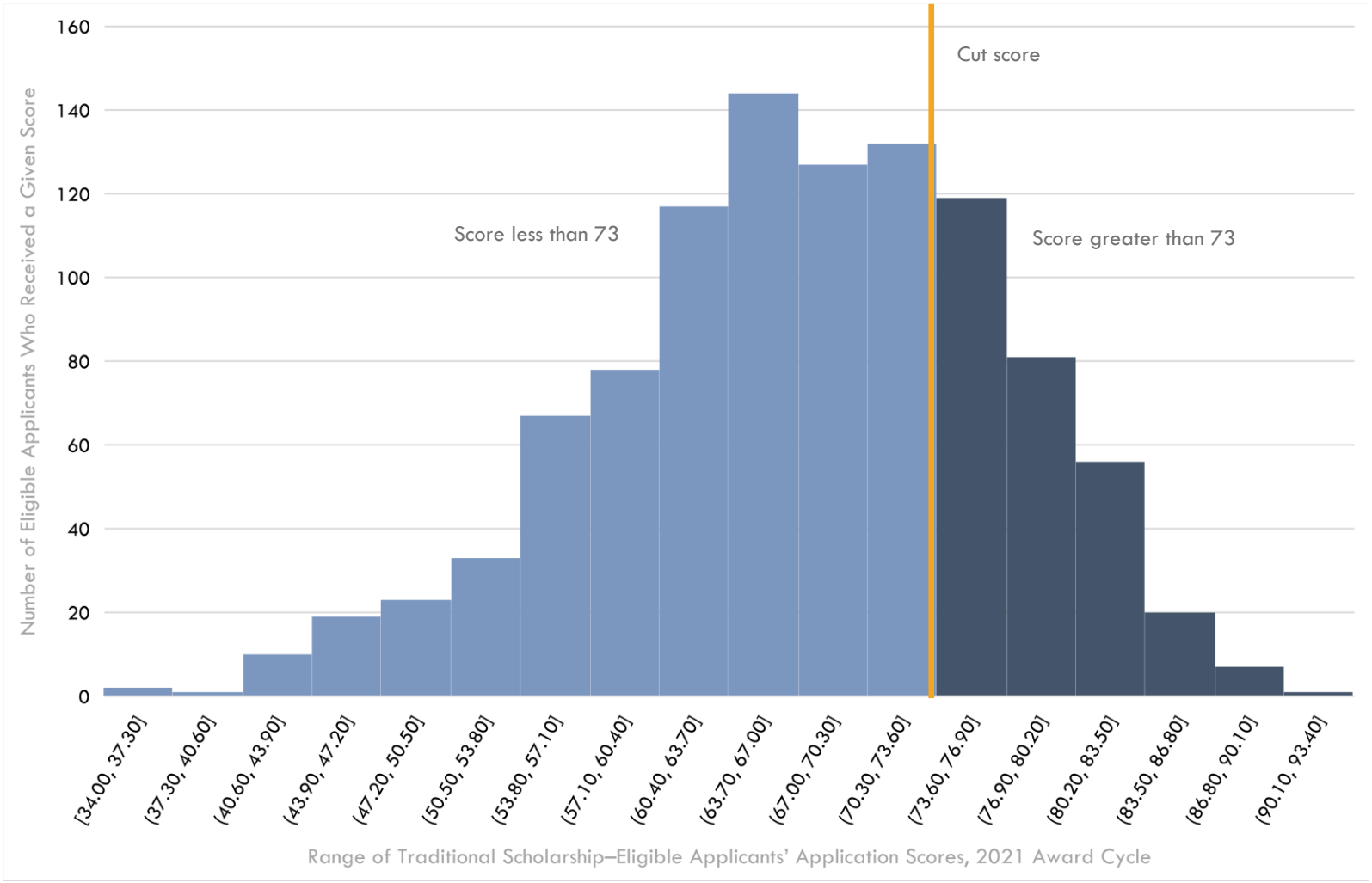
High School Name	Number of Awardees
Allen Village High School	7
Alta Vista/Guadalupe Centers High School	5
Archie High School (Archie R-V School District)	2
Belton High School (Belton School District)	8
Bishop Miege High School	1
Bishop Ward High School	12
Blue Springs High School (Blue Springs R-IV School District)	9
Blue Springs South High School (Blue Springs R-IV School District)	4
Blue Valley North High School (Blue Valley School District)	1
Blue Valley West High School (Blue Valley School District)	1
Bonner Springs High School (Bonner Springs/Edwardsville Unified School District)	1
Center High School (Center School District)	2
Central High School (Kansas City Public Schools, Missouri)	4
Cristo Rey Kansas City	14
Crossroads Academy	1
DeSoto High School (DeSoto School District)	5
East High School (Kansas City Public Schools, Missouri)	14
Ewing Marion Kauffman School	25
Excelsior Springs High School (Excelsior Springs School District)	1
F. L. Schlagle High School (Kansas City, Kansas School District)	11
Fort Osage High School (Fort Osage R-I School District)	7
Frontier STEM High School	25
Gardner Edgerton High School (Gardner Edgerton School District)	1
Grain Valley High School (Grain Valley R-5 School District)	3
Grandview High School (Grandview C-4 School District)	6
Harrisonville High School (Harrisonville R-IX School District)	5
Homeschooled	2
J. C. Harmon High School (Kansas City, Kansas School District)	6
Kearney High School (Kearney R-I School District)	2
Lee's Summit High School (Lee's Summit School District)	6
Lee's Summit North High School (Lee's Summit School District)	1
Lee's Summit West High School (Lee's Summit School District)	2
Liberty High School (Liberty School District)	7
Liberty North High School (Liberty School District)	1
Lincoln College-Prep Academy (Kansas City Public Schools, Missouri)	28

High School Name	Number of Awardees
Lone Jack High School (Lone Jack C-6 School District)	2
North Kansas City High School (North Kansas City School District)	22
North Platte High School (North Platte R-I District)	1
Northeast High School (Kansas City Public Schools, Missouri)	2
Oak Grove High School (Oak Grove R-VI School District)	6
Oak Park High School (North Kansas City School District)	9
Olathe East Senior High School (Olathe School District)	2
Olathe North Senior High School (Olathe School District)	11
Olathe Northwest High School (Olathe School District)	1
Olathe South Senior High School (Olathe School District)	2
Olathe West High School (Olathe School District)	4
Other	1
Park Hill High School	17
Park Hill South High School	4
Paseo Academy of Fine and Performing Arts (Kansas City Public Schools, Missouri)	10
Piper High School (Piper Unified School District)	2
Platte County High School (Platte County R-3 District)	5
Pleasant Hill High School (Pleasant Hill R-III School District)	1
Raymore-Peculiar Senior High School (Raymore-Peculiar R-II School District)	5
Raytown Senior High School (Raytown C2 School District)	9
Raytown South High School (Raytown C2 School District)	4
Rockhurst High School	2
Ruskin Senior High School (Hickman-Mills C-I School District)	15
Shawnee Mission East High School (Shawnee Mission School District)	4
Shawnee Mission North High School (Shawnee Mission School District)	5
Shawnee Mission Northwest High School (Shawnee Mission School District)	4
Shawnee Mission South High School (Shawnee Mission School District)	6
Shawnee Mission West High School (Shawnee Mission School District)	14
Sherwood High School (Sherwood Cass R-VIII)	5
Southeast High School (Kansas City Public Schools, Missouri)	1
Spring Hill High School (Spring Hill School District)	1
St. Pius X High School	1
St. Teresa's Academy	2
St. Thomas Aquinas High School	1
Staley High School (North Kansas City School District)	1
Summit Christian Academy	1
Sumner Academy (Kansas City, Kansas School District)	23
The Daniel Academy	1
The Pembroke Hill School	2
Truman High School (Independence School District)	9
Turner High School (Turner Unified School District)	6
University Academy	1
Van Horn High School (Independence School District)	16

High School Name	Number of Awardees
Washington High School (Kansas City, Kansas School District)	9
William Chrisman High School (Independence School District)	9
Winnetonka High School (North Kansas City School District)	9
Wyandotte High School (Kansas City, Kansas School District)	26

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. In addition to representing 80 unique high schools, the awardee cohort included two students who reported that they were homeschooled.

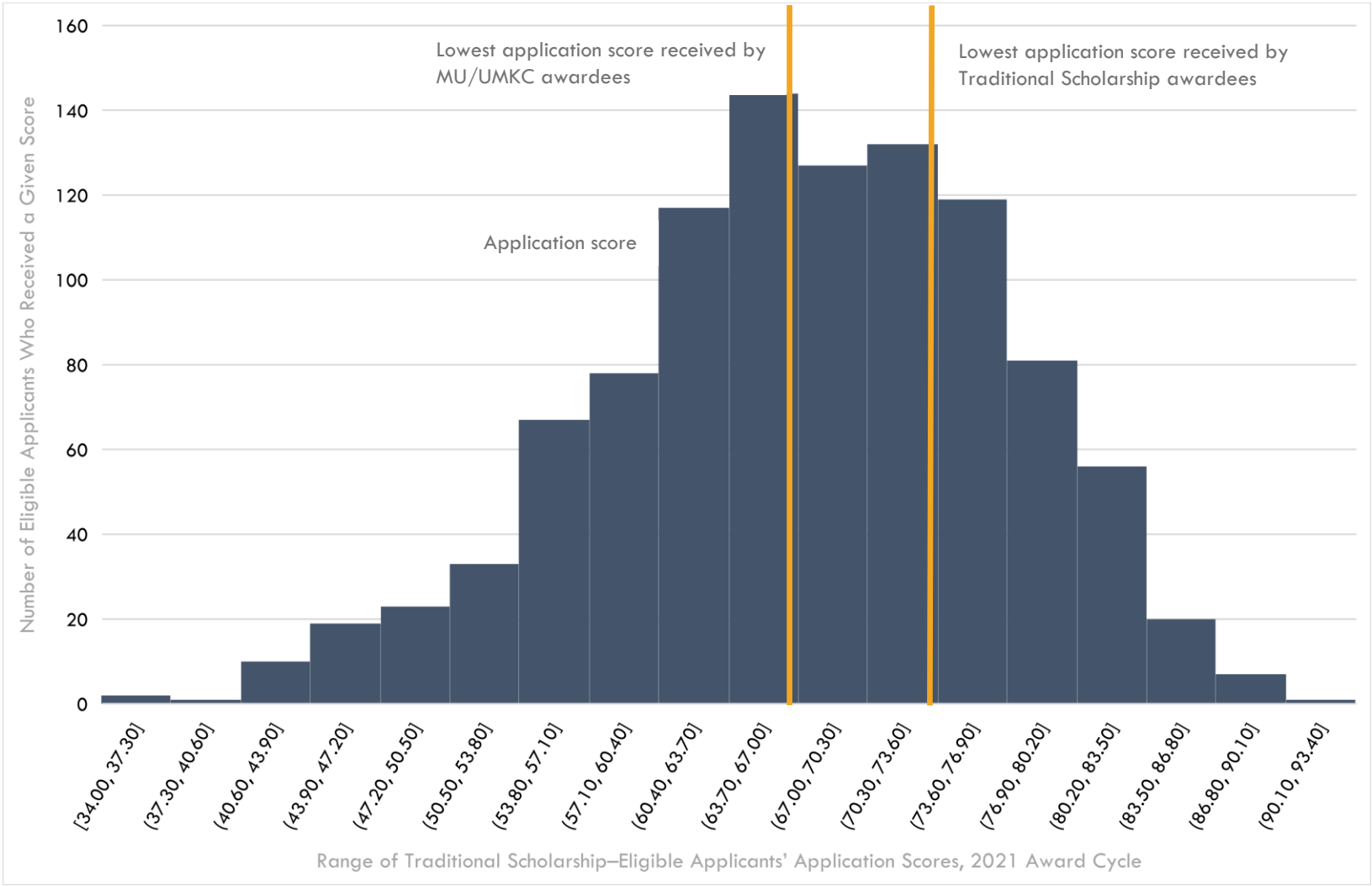
Figure C1
Distribution of Traditional Scholarship–Eligible Applicants' Application Scores, With Cut Score of 73



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Traditional scholarship–eligible applicants' scores are presented as a histogram distribution out of a possible 100 points (n = 1,037). The lowest score in the 2021 award cycle data was 34, the highest score was 92, and the cut score was 73. All eligible applicants who scored 73 or greater were offered a Traditional scholarship for use at any partnering postsecondary institution; those who scored less than 73 were not offered an award or were offered an MU/UMKC-specific award.

Figure C2

Distribution of Traditional Scholarship–Eligible Applicants' Application Scores, With Cut Score of 73 and Minimum MU/UMKC Awardee Score of 66.67



Note. This figure represents the evaluation team's analysis of KC Scholars administrative data. Traditional scholarship–eligible applicants' scores are presented as a histogram distribution out of a possible 100 points (n = 1,037). The lowest score in the 2021 award cycle data was 34, the highest score was 92, and the cut score was 73. The lowest application score received by an MU/UMKC awardee was 66.67.

TABLE C2

Percentages of Traditional Scholarship–Eligible Applicants, by County of Residence and Cohort, 2017–2021 Award Cycles

County of Residence	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Cass (MO)	3.0	3.5	3.6	3.8	4.5
Clay (MO)	9.0	7.2	8.8	9.0	11.1
Jackson (MO)	44.9	43.6	46.5	47.6	45.9
Johnson (KS)	16.1	17.6	14.1	13.4	15.8
Platte (MO)	3.8	2.6	3.9	4.9	4.7
Wyandotte (KS)	22.8	24.8	22.6	20.9	17.6
Other	0.5	0.7	0.6	0.6	0.4
Sample Size	1,050	1,396	1,506	1,625	1,037

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. "Eligible" refers to eligible applicants. Totals may not sum to 100 due to rounding.

TABLE C3
Percentages of Traditional Scholarship Awardees, by County of Residence and Cohort, 2017–2021 Award Cycles

County of Residence	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Cass (MO)	3.5	2.9	1.0	3.8	4.8
Clay (MO)	7.4	6.1	8.0	7.8	10.7
Jackson (MO)	45.3	47.0	46.8	47.2	48.5
Johnson (KS)	13.0	13.3	10.5	10.8	12.2
Platte (MO)	4.2	2.9	3.2	4.4	4.8
Wyandotte (KS)	26.0	27.5	30.6	25.4	18.7
Other	0.7	0.3	0.0	0.6	0.4
Sample Size	285	345	315	527	524

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

TABLE C4
Expected Family Contribution of Traditional Scholarship–Eligible Applicants and Awardees, by Cohort, 2017–2021 Award Cycles

EFC	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Applicants	2,619	2,090	1,979	2,293	2,335
Awardees	1,136	795	633	1,146	1,378

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. "Eligible" refers to eligible applicants. Totals may not sum to 100 due to rounding.

TABLE C5
Percentage of Traditional Scholarship–Eligible Applicants, by Racial/Ethnic Group and Cohort, 2017–2021 Award Cycles

Race/Ethnicity	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Asian	9.7	7.9	8.4	6.4	8.7
Black/African American	27.1	25.4	28.4	27.3	25.0
Hispanic/Latino	25.3	28.3	26.5	30.5	30.9
White, not Hispanic	29.4	30.6	27.6	26.8	27.1
Multiracial/Other/NR	8.5	7.8	9.1	9.0	8.4
Sample Size	1,050	1,396	1,506	1,625	1,037

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. "Eligible" refers to eligible applicants. Totals may not sum to 100 due to rounding. NR = nonresponse.

TABLE C6
Percentage of Traditional Scholarship Awardees, by Racial/Ethnic Group and Cohort, 2017–2021 Award Cycles

Race/Ethnicity	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Asian	12.0	11.9	10.8	8.0	8.4
Black/African American	23.5	24.1	20.4	24.7	26.0
Hispanic/Latino	34.0	28.7	37.3	33.8	29.2
White, not Hispanic	23.1	26.4	24.5	25.4	27.1
Multiracial/Other/NR	7.4	8.9	7.0	8.1	9.4
Sample Size	285	345	315	527	524

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 due to rounding. NR = nonresponse.

TABLE C7

Percentage of Traditional Scholarship–Eligible Applicants and Awardees, by Gender and Cohort, 2017–2021 Award Cycles

Female	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Applicants	69.2	67.5	68.8	67.9	64.3
Awardees	72.3	76.2	77.9	73.6	71.2
Applicant Sample Size	1,050	1,396	1,506	1,625	1,037
Awardee Sample Size	285	345	315	527	524

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. "Eligible" refers to eligible applicants. Totals may not sum to 100 due to rounding.

TABLE C8

Percentage of Traditional Scholarship–Eligible Applicants and Awardees, by Parent 4-Year College Degree Attainment and Cohort, 2017–2021 Award Cycles

Parent w/4-Year Degree	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Applicants	30.5	29.6	27.6	27.0	28.1
Awardees	17.2	15.9	11.1	16.5	21.0
Applicant Sample Size	1,050	1,396	1,506	1,625	1,037
Awardee Sample Size	285	345	315	527	524

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. "Eligible" refers to eligible applicants. Totals may not sum to 100 due to rounding.

TABLE C9
Percentages of Traditional Scholarship Applicants, by Free and Reduced-Lunch and Cohort, 2017–2021 Award Cycles

FRL Eligibility	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Yes	60.4	62.5	65.8	69.2	65.8
No	25.8	26.2	22.5	19.6	19.0
Unsure/DK	13.7	11.4	11.7	11.3	15.2
Sample Size	1,050	1,396	1,506	1,625	1,037

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 due to rounding. DK = don't know.

TABLE C10
Percentages of Traditional Scholarship Awardees, by Free and Reduced-Lunch Eligibility and Cohort, 2017–2021 Award Cycles

FRL Eligibility	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Yes	70.5	75.1	79.3	76.7	70.8
No	14.1	15.4	10.2	11.8	16.6
Unsure/DK	15.4	9.6	10.5	11.6	12.6
Sample Size	1,050	1,396	1,506	1,625	1,037

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 due to rounding. DK = don't know.

TABLE C11

Characteristics of Traditional Scholarship–Eligible Applicant Pools and Awardee Cohorts, Compared With Population of Public High School Students in Six-County Area Served by KC Scholars, 2020 cohort

Characteristic	Percentage of Population	Percentage of Eligible Applicants	Percentage of Awardees
FRL Eligibility	42.3	65.8	70.8
Female	48.8	64.3	71.2
Black/African American	14.1	25.0	26.0
Hispanic/Latino	17.2	30.9	29.2
White, not Hispanic	59.2	27.1	27.1
Multiracial	5.5	5.3	5.9
Parent w/4-Year Degree	34.7	28.1	21.0

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. For this evaluation, the target population for the Traditional scholarship component is defined as high school students in the six-county KC Scholars service region. Population data were available for public school students in the 2018/19 school year, the most recent year for which data was available. "Eligible" refers to eligible applicants. Parent w/4-Year Degree refers to the percentage of persons aged 25 years or older in the six-county KC Scholars service region who have attained a bachelor's degree or higher. Source for population race/ethnicity, gender, and FRL eligibility: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2018-19 v.1a and 2019-20 v.1a. Source for population parental baccalaureate attainment: U.S. Census Bureau, American Community Survey, 5-Year Estimates, 2014–2018 and 2015–2019.

TABLE C12

Characteristics of Traditional Scholarship–Eligible Applicant Pools and Awardee Cohorts, Compared With Population of Public High School Students in Six-County Area Served by KC Scholars, 2021 cohort

Characteristic	Percentage of Population	Percentage of Eligible Applicants	Percentage of Awardees
FRL Eligibility	42.3	65.8	70.8
Female	48.8	64.3	71.2
Black/African American	14.1	25.0	26.0
Hispanic/Latino	17.2	30.9	29.2
White, not Hispanic	59.2	27.1	27.1
Multiracial	5.5	5.3	5.9
Parent w/4-Year Degree	34.7	28.1	21.0

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. For this evaluation, the target population for the Traditional scholarship component is defined as high school students in the six-county KC Scholars service region. Population data were available for public school students in the 2019/20 school year, the most recent year for which data was available. "Eligible" refers to eligible applicants. Parent w/4-Year Degree refers to the percentage of persons aged 25 years or older in the six-county KC Scholars service region who have attained a bachelor's degree or higher. Source for population race/ethnicity, gender, and FRL eligibility: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2018-19 v.1a and 2019-20 v.1a. Source for population parental baccalaureate attainment: U.S. Census Bureau, American Community Survey, 5-Year Estimates, 2014–2018 and 2015–2019.

TABLE C13
Academic Achievements of Traditional Scholarship–Eligible Applicants, by Cohort

High School GPA and ACT Score	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
High school GPA (mean)	3.34	3.44	3.40	3.40	3.51
High school GPA (> 4.0)	10.2	11.9	9.5	9.3	13.8
ACT score (mean)	22.0	22.4	22.1	21.6	22.9
ACT score GPA (> 28)	13.1	14.0	18.0	10.7	18.8
Sample size for ACT score	363	413	339	336	101

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

TABLE C14
Academic Achievements of Traditional Scholarship Awardees, by Cohort

High School GPA and ACT Score	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
High school GPA (mean)	3.61	3.77	3.72	3.65	3.67
High school GPA (> 4.0)	16.4	22.1	19.4	16.5	20.8
ACT score (mean)	22.0	22.7	23.3	22.4	23.6
ACT score GPA (> 28)	13.0	16.3	19.5	14.4	20.0
Sample size for ACT score	98	135	77	125	60

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

TABLE C15
Community Activities of Traditional Scholarship–Eligible Applicants, by Cohort

School, Church, Community Activity	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Two plus and leadership role in at least one	34.3	34.2	33.7	28.9	25.9
Two or more, no leadership	31.6	37.5	36.3	36.9	39.6
One activity	20.2	17.8	16.5	18.6	19.2
No activity	13.9	10.5	13.5	15.6	15.2

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

TABLE C16
Community Activities of Traditional Scholarship Awardees, by Cohort

School, Church, Community Activity Participation	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Two or more and leadership role in at least one	50.5	54.2	62.1	43.3	37.0
Two or more, no leadership	32.4	35.9	31.8	42.5	44.1
One activity	12.9	9.0	5.1	11.8	13.9
No activity	3.5	0.9	1.0	2.5	5.0

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

TABLE C17
Employment Experience of Traditional Scholarship–Eligible Applicants, by Cohort

Employment Experience	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
More than one job	1.5	2.2	2.5	2.4	2.7
Full time	0.7	0.8	1.0	1.1	1.9
Part time	43.2	42.8	42.5	42.2	40.3
Previous work experience	15.0	16.1	14.1	14.7	12.6
Never worked	39.5	38.1	39.9	39.8	42.4

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

TABLE C18
Employment Experience of Traditional Scholarship Awardees, by Cohort

Employment Experience	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
More than one job	2.4	3.8	3.8	4.2	3.8
Full time	1.0	1.2	1.6	1.3	2.7
Part time	55.1	57.1	56.4	52.2	48.1
Previous work experience	12.2	12.5	13.4	13.1	11.5
Never worked	28.6	25.5	24.8	29.2	34.0

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

TABLE C19
Family Commitments of Traditional Scholarship–Eligible Applicants, by Cohort

Weekly Hours, Family Commitments	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
1–5	26.7	22.9	24.6	20.7	17.3
6–10	19.2	14.7	14.4	13.3	12.2
11 or more	11.6	8.1	9.2	7.4	9.3
None	42.5	54.3	51.9	58.6	61.3
Sample size	1,050	1,396	1,506	1,098	1,037

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

TABLE C20
Family Commitments of Traditional Scholarship Awardees, by Cohort

Weekly Hours, Family Commitments	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
1–5	22.6	23.8	23.9	21.3	20.0
6–10	33.4	16.2	18.5	17.3	13.0
11 or more	30.0	15.4	17.2	10.2	12.4
None	13.2	44.6	40.4	51.2	54.6
Sample size	285	345	315	527	524

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

Appendix D. Adult Learner Component Details

TABLE D1
Percentages of Adult Learners, by County of Residence and Cohort, 2017–2021 Award Cycles

County of Residence	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Cass (MO)	1.1	0.7	3.1	1.5	3.8
Clay (MO)	9.9	8.8	9.7	9.5	5.7
Jackson (MO)	69.2	72.3	61.0	55.0	69.0
Johnson (KS)	6.6	5.1	12.3	12.0	12.0
Platte (MO)	2.2	2.9	2.6	4.0	0.0
Wyandotte (KS)	11.0	10.2	11.3	18.0	7.6
Sample Size	91	137	196	200	158

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

TABLE D2
Characteristics of Adult Learners, by Cohort

Characteristic	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Female	76.9	90.4	82.9	77.0	75.9
Veteran	2.2	3.6	5.1	2.0	2.5
Parent w/4-year degree	19.8	21.2	20.9	20.5	20.9
Average EFC	1,940	2,008	1,948	1,874	2,160

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Average EFC, which is presented in dollars. Totals may not sum to 100 due to rounding.

TABLE D3
Race/Ethnicity of Adult Learners, by Cohort

Race/Ethnicity	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Asian	1.1	1.5	1.0	1.0	2.5
Black/African American	63.7	62.0	59.2	60.0	55.7
Hispanic/Latino	8.8	6.6	8.7	11.5	12.6
White, not Hispanic	23.1	17.5	20.9	18.0	19.0
Multiracial/Other/NR	3.3	12.4	10.2	9.5	10.1

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. NR = No response. Totals may not sum to 100 due to rounding.

TABLE D4
Age of Adult Learners, by Cohort

Age	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
24–30	30.3	27.2	22.8	28.5	27.8
31–40	41.6	34.6	40.9	43.5	32.3
41–50	19.1	23.5	21.8	20.5	28.5
Over 50	9.0	14.7	14.5	6.5	7.0
Average (years)	36.1	38.5	38.4	36.3	37.4

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

TABLE D5
Characteristics of Adult Learners, Compared With Population in Six-County Area Served by KC Scholars

Characteristic	Percentage of Population (2020)	Percentage of Awardees (2020)	Percentage of Population (2021)	Percentage of Awardees (2021)
Female	50.9	77.0	50.9	75.9
Asian	3.2	1.0	3.2	2.5
Black/African American	11.8	60.0	11.8	55.7
Hispanic/Latino	10.8	11.5	10.8	12.7
Multiracial	2.9	5.5	2.9	3.2
White, not Hispanic	71.6	18.0	71.6	19.0
Parent w/4-year degree	34.0	20.5	34.7	20.9
Veteran status	5.7	2.0	5.5	2.5

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. For this evaluation, the target population for the Adult Learner component of the program is defined as the U.S. Census–designated population of all residents in the six-county KC Scholars service region in 2019, the most recent year for which data were available. Figures for race/ethnicity and gender are point-in-time estimates corresponding to July 1, 2019; Parent w/4-Year Degree and Veteran Status are rolling 5-year averages spanning the period from 2015 through 2019. Parent w/4-Year Degree refers to the percentage of individuals aged 25 years or older who have attained a bachelor's degree or higher. Veteran Status refers to individuals aged 18 or over who were deployed in the armed services. Sources for population data: U.S. Census Bureau, American Community Survey, 5-Year Estimates 2015–2019; U.S. Census Bureau, Population Estimates Program, Vintage 2019 Tables.

TABLE D6
Prior Postsecondary Experience of Adult Learners, by Cohort

Prior Degree Pursued	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Associate's	44.0	45.3	44.4	42.0	46.8
Bachelor's	52.7	45.3	45.9	53.0	40.5
Not in a degree program	3.3	9.5	9.7	5.0	10.8

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

TABLE D7
Prior Postsecondary GPA of Adult Learners, by Cohort

Prior Degree Pursued	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
> 2.50	56.1	54.7	39.3	29.5	35.4
2.51–3.00	20.9	26.3	28.1	12.0	26.6
3.01–3.50	15.4	13.9	24.5	12.0	26.6
> 3.51	7.7	5.1	8.2	46.5	11.4
Mean	2.61	2.71	2.72	2.49	2.78

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

TABLE D8
Reason for Degree Noncompletion of Adult Learners, by Cohort

Noncompletion Reason	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Academic	13.2	17.5	7.1	33.0	6.3
Family	50.5	62.0	49.5	46.0	18.4
Financial	72.5	64.2	70.4	69.5	38.0
Personal	40.7	43.8	30.6	42.5	20.9
Other	12.1	10.2	13.1	5.5	8.2

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

TABLE D9
Degree Intention of Adult Learners, by Cohort

Degree Intention	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Associate's	36.3	53.3	28.1	22.5	21.5
Bachelor's	57.1	38.7	60.2	69.5	67.7
Unsure	5.5	5.8	10.2	6.5	6.3
Other	1.1	2.2	1.5	1.5	2.5

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

TABLE D10
Community Activities of Adult Learners, by Cohort

School, Church, Community Activity Participation	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Two or more and leadership role in at least one	0.0	14.6	18.4	16.0	8.2
Two or more, no leadership	25.3	19.0	15.8	21.0	20.9
One activity	34.1	21.9	25.5	28.5	29.1
No activity	40.7	44.5	40.3	34.5	41.8

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

TABLE D11
Employment Experience of Adult Learners, by Cohort

Employment Experience	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Currently more than one job	0.0	9.5	8.7	13.5	12.0
Currently working full-time	73.6	53.3	60.2	60.0	54.4
Currently working part-time or seasonally	13.2	18.2	16.3	15.5	13.3
Previously employed	11.0	13.9	12.8	11.0	19.0
Never worked	2.2	2.2	2.0	0.0	1.3

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

TABLE D12
Family Commitment of Adult Learners, by Cohort

Weekly Hours of Family Commitment	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
1–5	28.6	22.6	19.4	20.0	18.4
6–10	15.4	19.0	19.9	17.5	20.3
11 or more	22.0	32.1	29.6	24.5	30.4
None	34.1	26.3	31.1	38.0	31.0

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

Appendix E. College Savings Component Details

TABLE E1
Characteristics of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

Characteristic	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Female	70.3	67.6	63.8	66.0	65.4
Asian	3.4	5.3	6.5	6.2	5.6
Black/African American	36.4	32.6	28.1	26.1	29.9
Hispanic/Latino	17.8	26.9	30.2	30.6	29.6
White, not Hispanic	28.0	28.0	25.5	27.0	25.4
Multiracial/Other/NR	14.4	7.2	9.7	10.1	9.6
Parent w/4-Year Degree	29.7	37.2	33.1	32.9	34.4
Average EFC	2,427	2,633	3,226	2,602	2,242
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Average EFC, which is presented in dollars. NR = No Response. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E2

Characteristics of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

Characteristic	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Female	65.7	73.9	84.3	76.0	70.0
Asian	12.9	5.8	9.8	6.0	6.0
Black/African American	17.1	11.6	27.5	30.0	27.6
Hispanic/Latino	28.6	23.2	23.5	28.0	32.0
White, not Hispanic	34.3	46.4	25.4	28.0	24.0
Multiracial/Other/NR	7.1	13.0	13.8	8.0	10.4
Parent w/4-Year Degree	34.3	37.7	17.6	22.0	28.4
Average EFC	2,008	1,696	2,483	697	1,589
Sample size	70	69	51	50	250

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Average EFC, which is presented in dollars. NR = No Response. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E3

FRL Eligibility of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

FRL Eligibility	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Yes	64.1	61.6	66.1	65.2	68.7
No	20.5	23.1	19.8	24.2	15.2
Unsure/DK	15.0	15.0	14.0	10.7	16.1
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. DK = Don't Know. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E4

FRL Eligibility of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

FRL Eligibility	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Yes	64.3	58.0	82.4	84.0	72.0
No	25.7	25.6	9.8	10.0	13.2
Unsure/DK	10.0	17.4	7.8	6.0	14.8
Sample size	70	69	51	50	250

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. DK = Don't Know. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E5

County of Residence of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

County of residence	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Cass (MO)	0.8	4.2	2.1	1.1	3.4
Clay (MO)	2.5	3.8	7.8	16.9	17.2
Jackson (MO)	61.0	47.0	51.8	45.2	42.3
Johnson (KS)	8.5	15.9	13.0	12.4	11.8
Platte (MO)	0.8	1.5	3.6	4.5	5.6
Wyandotte (KS)	25.4	26.9	21.6	18.0	19.4
Other	1.0	1.0	0.0	2.0	0.3
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E6

County of Residence of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

County of residence	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Cass (MO)	5.7	10.1	2.0	2.0	3.2
Clay (MO)	14.3	14.5	7.8	18.0	14.0
Jackson (MO)	24.3	30.4	51.0	44.0	45.6
Johnson (KS)	12.9	10.1	11.8	12.0	10.8
Platte (MO)	17.1	14.5	3.9	4.0	4.8
Wyandotte (KS)	24.3	15.9	21.6	20.0	21.6
Other	1.4	4.3	2.0	0.0	0.0
Sample size	**70**	**69**	**51**	**50**	**250**

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E7

Characteristics of College Savings Seeded- and Matched-Account Awardees, Compared With Population of Public High School Students in Six-County Area Served by KC Scholars, 2020 cohort

Characteristic	Percentage of Population	Percentage of Seeded-Account Awardees	Percentage of Matched-Account Awardees
FRL Eligibility	41.7	65.2	84.0
Female	48.8	66.0	76.0
Black/African American	14.2	26.1	30.0
Hispanic/Latino	16.7	30.6	28.0
White, not Hispanic	59.9	27.0	28.0
Multiracial/Other/NR	5.2	5.9	6.0
Parent w/4-Year Degree	34.0	32.9	22.0

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are presented as percentages except for Expected Family Contribution, which is presented in dollars. NR = No Response. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E8

Characteristics of College Savings Match Applicants and Awardees, Compared With Population of Public High School Students in Six-County Area Served by KC Scholars, 2021 cohort

Characteristic	Percentage of Population	Percentage of Eligible Applicants	Percentage of Awardees
FRL Eligibility	42.3	68.7	72.0
Female	48.8	65.4	70.0
Black/African American	14.1	29.9	27.6
Hispanic/Latino	17.2	29.6	32.0
White, not Hispanic	59.2	25.4	24.0
Multiracial/Other/NR	5.5	6.2	6.8
Parent w/4-Year Degree	34.7	34.4	28.4

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. NR = No Response. Totals may not sum to 100 due to rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E9

Academic Achievements of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

High School GPA	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Mean	3.51	3.56	3.47	3.47	3.63
≥ 4.0	17.6	26.7	18.0	16.0	31.5
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are percentages except for GPA mean. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E10

Academic Achievements of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

High School GPA	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Mean	3.71	3.86	3.86	3.84	3.75
≥ 4.0	30.0	55.6	54.9	54.0	40.0
Sample size	70	69	51	50	250

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Table entries are percentages except for GPA mean. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E11

Community Activities of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

School, Church, Community Activity	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Two or more, plus leadership role in at least one	13.6	18.7	14.1	11.5	12.4
Two or more, no leadership role	28.0	39.3	34.9	36.5	34.6
One activity	35.6	22.8	24.0	27.2	23.7
No activity	22.9	19.2	27.1	24.7	29.3
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E12

Community Activities of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

School, Church, Community Activity Participation	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Two or more, plus leadership role in at least one	38.6	42.0	35.3	34.0	16.4
Two or more, no leadership role	31.4	50.7	49.0	50.0	39.2
One activity	27.1	5.8	13.7	14.0	24.8
No activity	2.9	1.4	2.0	2.0	19.6
Sample size	70	69	51	50	250

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E13

Employment Experience of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

Employment Experience	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Full time or more than one job	0.7	0.7	1.0	0.0	1.1
Part time	43.2	7.5	42.5	6.2	7.6
Previous work experience	15.0	2.7	14.1	2.8	2.3
Never worked	39.5	89.0	39.9	91.0	89.0
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E14

Employment Experience of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

Employment Experience	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
Full time or more than one job	1.0	1.4	1.6	0.0	1.2
Part time	55.1	17.4	56.4	22.0	7.6
Previous work experience	12.2	0.0	13.4	4.0	2.8
Never worked	28.6	81.2	24.8	74.0	88.4
Sample size	70	69	51	50	250

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E15

Family Commitments of College Savings Seeded-Account Awardees (2017–2020) and College Savings Match Applicants (2021), by Cohort

Weekly Hours, Family Commitments	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
1–5	26.7	32.2	24.6	19.1	18.6
6–10	19.2	11.6	14.4	11.8	12.4
11 or more	11.6	6.4	9.2	5.9	9.6
None	42.5	49.8	51.9	63.2	59.4
Sample size	118	264	384	356	355

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

TABLE E16

Family Commitments of College Savings Matched-Account Awardees (2017–2020) and College Savings Match Awardees (2021), by Cohort

Weekly Hours, Family Commitments	Cohort 1 (2017)	Cohort 2 (2018)	Cohort 3 (2019)	Cohort 4 (2020)	Cohort 5 (2021)
1–5	22.6	39.1	23.9	26.0	17.2
6–10	33.4	14.5	18.5	6.0	13.2
11 or more	30.0	17.4	17.2	18.0	11.6
None	13.2	29.0	40.4	50.0	58.0
Sample size	70	69	51	50	250

Note. This table represents the evaluation team's analysis of KC Scholars administrative data. Totals may not sum to 100 because of rounding. Beginning with the 2021 award cycle, the program awarded matched accounts only and capped the number of awards at 250.

Appendix F. Traditional Scholarship School-Level Analysis Details

TABLE F1

Correlations Between Average School-Level Characteristics and the Number of Traditional Scholarship Awards Offered in the 2021 Award Cycle, Among High Schools With at Least One Traditional Awardee (*N* = 69)

Characteristic	Correlation Coefficient (*r*)
Title I Eligible	.3131
Percent FRL	.5739
Student–Teacher Ratio	–.0321
Percent Female	.3425
Percent Black	.2275
Percent Hispanic	.5762
Percent White	–.4970
Percent Multiracial	–.0736
Percent Black Male	.1851

Note. This table represents the evaluation team's analysis of school-level data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public Elementary/Secondary School Universe Survey, 2019-20 v.1a. Data were available for public school students in the 2019/20 school year, the most recent year for which data were available.

TABLE F2

Average Number of FAFSA Submissions and Completions Among 2021 Traditional Awardee Schools and Non-Awardee Schools, 2020/21 School Year

Characteristic	Awardee Schools (N = 77)	Non-Awardee Schools (N = 29)	Difference Between Awardee and Non-Awardee Schools	p-value
Average submissions	143	55	88	.000
Average completions	135	53	82	.000

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

TABLE F3

Average FAFSA Submissions and Completions Among 2021 Traditional Awardee Schools Over Time, 2015/16 Through 2020/21 School Years

School Year	Average Submissions	Average Completions
2015/16	152	141
2016/17	169	158
2017/18	168	156
2018/19	161	154
2019/20	155	147
2020/21	147	139

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

Appendix G. Figure Descriptions and Numeric Values

Figure 1

Percentage of Traditional Applicants and Awardees, by County of Residence and Year, 2017–2021 Award Cycles

Overview and Presentation

A vertically stacked bar chart displays the percentage of traditional applicants and awardees, by county of residence and year, over the 2017–2021 award cycles.

Values

Numeric values presented on the image:

County of Residence	2017 Applicants	2017 Awardees	2018 Applicants	2018 Awardees	2019 Applicants	2019 Awardees	2020 Applicants	2020 Awardees	2021 Applicants	2021 Awardees
Cass (MO)	3%	4%	4%	3%	4%	1%	4%	4%	5%	5%
Clay (MO)	9%	7%	7%	6%	9%	8%	9%	8%	11%	11%
Jackson (MO)	45%	45%	44%	47%	47%	47%	48%	47%	46%	49%
Johnson (KS)	16%	13%	18%	13%	14%	11%	13%	11%	16%	12%
Platte (MO)	4%	4%	3%	3%	4%	3%	5%	4%	5%	5%
Wyandotte (KS)	23%	26%	25%	28%	23%	31%	21%	25%	18%	19%
Other	1%	1%	1%	0%	1%	0%	1%	1%	0%	0%

Figure 2

Expected Family Contribution of Traditional Applicants and Awardees, by Year, 2017–2021 Award Cycles

Overview and presentation

Two color-coded lines on a line graph display the expected family contribution (EFC) of traditional applicants and awardees, by year, over the 2017–2021 award cycles. One line represents EFC data for applicants, and the other line represents EFC data for awardees. The line graph illustrates the difference between the EFC for applicants and awardees.

Values

Numeric values presented on the image:

Applicant/Awardee	2017	2018	2019	2020	2021
Applicants	$2,619	$2,090	$1,979	$2,293	$2,335
Awardees	$1,136	$795	$633	$1,146	$1,378

Figure 3

Percentage of Traditional Applicants and Awardees, by Racial/Ethnic Group and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of traditional applicants and awardees, by racial/ethnic group and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by racial/ethnic group.

Values

Numeric values presented on the image:

Racial/Ethnic Group	2017 Applicants	2017 Awardees	2018 Applicants	2018 Awardees	2019 Applicants	2019 Awardees	2020 Applicants	2020 Awardees	2021 Applicants	2021 Awardees
Asian	10%	12%	8%	12%	8%	11%	6%	8%	9%	8%
Black/African American	27%	24%	25%	24%	28%	20%	27%	25%	25%	26%
Hispanic/Latino	25%	34%	28%	29%	27%	37%	31%	34%	31%	29%
White, not Hispanic	29%	23%	31%	26%	28%	25%	27%	25%	27%	27%
Multiracial/ Other/NR	9%	7%	8%	9%	9%	7%	9%	8%	8%	9%

Figure 4

Percentage of Traditional Applicants and Awardees, by Gender and Year, 2017–2021 Award Cycles

Overview and presentation

Two color-coded lines on a line graph display the percentage of traditional applicants and awardees, by gender and year, over the 2017–2021 award cycles. One line represents the percentage of applicants, and the other line represents the percentage of awardees. The line graph illustrates the difference between the percentage of applicants and awardees.

Values

Numeric values presented on the image:

Female Awardees/Applicants	2017	2018	2019	2020	2021
Awardees	72%	75%	74%	74%	71%
Applicants	69%	67%	69%	68%	64%

Figure 5

Percentage of Traditional Applicants and Awardees, by Parent 4-Year College Degree Attainment and Year, 2017–2021 Award Cycles

Overview and presentation

Two color-coded lines on a line graph display the percentage of traditional applicants and awardees, by parent 4-year college degree attainment and year, over the 2017–2021 award cycles. One line represents the percentage of applicants, and the other line represents the percentage of awardees. The line graph illustrates the difference between the percentage of applicants and awardees.

Values

Numeric values presented on the image:

Applicants/Awardees	2017	2018	2019	2020	2021
Applicants, parent with 4-year degree	31%	30%	28%	27%	28%
Awardees, parent with 4-year degree	17%	16%	11%	17%	21%

Figure 6

Percentage of Traditional Applicants and Awardees, by Employment Level and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of traditional applicants and awardees, by employment level and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by employment level and year.

Values

Numeric values presented on the image:

Employment Level	2017 Applicants	2017 Awardees	2018 Applicants	2018 Awardees	2019 Applicants	2019 Awardees	2020 Applicants	2020 Awardees	2021 Applicants	2021 Awardees
Currently work at more than one job	1.5%	2.4%	2.2%	3.8%	2.5%	3.8%	2.4%	4.2%	2.7%	3.8%
Currently work full time	0.7%	1.0%	0.8%	1.2%	1.0%	1.6%	1.0%	1.3%	1.9%	2.7%
Currently work part time or seasonally	43.2%	55.2%	42.8%	57.1%	42.5%	56.4%	42.2%	52.2%	40.3%	48.1%
Held job in the past but not currently	15.1%	12.6%	16.1%	12.5%	14.1%	13.4%	14.7%	13.1%	12.6%	11.5%
No current or past employment	39.5%	28.7%	38.1%	25.5%	39.9%	24.8%	39.8%	29.2%	42.4%	34.0%

Figure 7

Percentage of Traditional Applicants and Awardees, by High School GPA and Year, 2017–2021 Award Cycles

Overview and presentation

A vertically stacked bar chart displays the percentage of traditional applicants and awardees, by high school GPA and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by high school GPA.

Values

Numeric values presented on the image:

GPA	2017 Applicants	2017 Awardees	2018 Applicants	2018 Awardees	2019 Applicants	2019 Awardees	2020 Applicants	2020 Awardees	2021 Applicants	2021 Awardees
Below 2.5	2.5%	1.0%	0.5%	0.0%	0.9%	0.0%	0.7%	0.0%	0.1%	0.0%
2.5–3.0	21.3%	6.3%	20.1%	4.5%	21.9%	7.6%	23.6%	6.1%	14.7%	5.2%
3.0–3.5	32.8%	28.3%	32.6%	25.3%	33.5%	30.9%	31.4%	23.7%	32.6%	25.6%
>3.5	43.4%	64.3%	46.8%	70.2%	43.8%	61.6%	44.3%	70.2%	52.7%	69.3%

Figure 8

Percentage of Adult Learners, by County of Residence and Year, 2017–2021 Award Cycles

Overview and presentation

A vertically stacked bar chart displays the percentage of adult learners, by county of residence and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by county of residence.

Values

Numeric values presented on the image:

County of Residence	2017	2018	2019	2020	2021
Cass (MO)	0.0	0.7	3.1	1.5	3.8
Clay (MO)	9.9	8.8	9.7	9.5	5.7
Jackson (MO)	69.2	72.3	61.0	55.0	69.0
Johnson (KS)	8.0	5.1	12.3	12.0	12.0
Platte (MO)	2.2	2.9	2.6	4.0	0.0
Wyandotte (KS)	11.0	10.2	11.3	18.0	7.6

Figure 9

Expected Family Contribution of Adult Learners, by Year, 2017–2021 Award Cycles

Overview and presentation

A single line on a line graph displays the expected family contribution (EFC) of adult learners, by year, over the 2017–2021 award cycles.

Values

Numeric values presented on the image:

Award Cycle	2017	2018	2019	2020	2021
EFC	$1,940	$2,008	$1,948	$1,874	$2,160

Figure 10

Percentage of Adult Learners, by Racial/Ethnic Group and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of adult learners, by racial/ethnic group and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by racial/ethnic group.

Values

Numeric values presented on the image:

Racial/Ethnic Group	2017	2018	2019	2020	2021
Black/African American	64%	62%	59%	60%	56%
Hispanic/Latino	9%	7%	9%	12%	13%
White, not Hispanic	23%	18%	21%	18%	19%
Multiracial/Other/NR	3%	12%	10%	10%	10%

Figure 11

Percentage of Adult Learners, by Gender and Year, 2017–2021 Award Cycles

Overview and presentation

A single line on a line graph displays the percentage of adult learners, by gender and year, over the 2017–2021 award cycles.

Values

Numeric values presented on the image:

Award Cycle	2017	2018	2019	2020	2021
Female	77%	90%	83%	77%	76%

Figure 12

Percentage of Adult Learners, by Parental 4-Year College Degree Attainment and Year, 2017–2021 Award Cycles

Overview and presentation

A single line on a line graph displays the percentage of adult learners, by parental 4-year college degree attainment and year, over the 2017–2021 award cycles.

Values

Numeric values presented on the image:

Award Cycle	2017	2018	2019	2020	2021
Parent with 4-year degree	20%	21%	21%	21%	21%

Figure 13

Percentage of Adult Learners, by Employment Status and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of adult learners, by employment status and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by employment status.

Values

Numeric values presented on the image:

Employment Status	2017	2018	2019	2020	2021
Currently work at more than one job	0%	10%	9%	14%	12%
Currently work full time	74%	53%	60%	60%	54%
Currently work part time or seasonally	13%	18%	16%	16%	13%
Held job in the past but not currently	11%	14%	13%	11%	19%
No current or past employment	2%	2%	2%	0%	1%

Figure 14

Percentage of Adult Learners, by Prior Postsecondary GPA and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of adult learners, by prior postsecondary GPA and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by prior postsecondary GPA.

Values

Numeric values presented on the image:

GPA	2017	2018	2019	2020	2021
Below 2.5	56%	55%	39%	30%	35%
2.5–3.0	21%	26%	28%	12%	27%
3.0–3.5	15%	14%	25%	12%	27%
>3.5	8%	5%	8%	47%	11%

Figure 15

Percentage of College Savings Awardees, by County of Residence and Year, 2017–2021 Award Cycles

Overview and presentation

A vertically stacked bar chart displays the percentage of College Savings awardees, by county of residence and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by county of residence.

Values

Numeric values presented on the image:

County of Residence	2017	2018	2019	2020	2021
Cass (MO)	3%	5%	2%	1%	3%
Clay (MO)	7%	6%	8%	17%	14%
Jackson (MO)	47%	44%	52%	45%	46%
Johnson (KS)	10%	15%	13%	12%	11%
Platte (MO)	7%	4%	4%	4%	0%
Wyandotte (KS)	25%	25%	22%	18%	22%
Other	1%	2%	0%	2%	4%

Figure 16

Percentage of College Savings Awardees, by Expected Family Contribution and Year, 2017–2021 Award Cycles

Overview and presentation

A single line on a line graph displays the percentage of College Savings awardees, by expected family contribution (EFC) and year, over the 2017–2021 award cycles.

Values

Numeric values presented on the image:

Award Cycle	2017	2018	2019	2020	2021
EFC	$2,218	$2,165	$2,855	$1,650,	$1,589

Figure 17

Percentage of College Savings Awardees, by Racial/Ethnic Group and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of College Savings awardees, by racial/ethnic group and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by racial/ethnic group.

Values

Numeric values presented on the image:

Racial/Ethnic Group	2017	2018	2019	2020	2021
Asian	7%	5%	7%	6%	6%
Black/African American	29%	28%	28%	27%	28%
Hispanic/Latino	22%	26%	29%	30%	32%
White, not Hispanic	30%	32%	26%	27%	24%
Multiracial/Other/NR	12%	8%	10%	10%	10%

Figure 18

Percentage of College Savings Awardees, by Gender and Year, 2017–2021 Award Cycles

Overview and presentation

A single line on a line graph displays the percentage of College Savings awardees, by gender and year, over the 2017–2021 award cycles. The line represents the percentage of female awardees.

Values

Numeric values presented on the image:

Award Cycle	2017	2018	2019	2020	2021
Female	69%	68%	66%	67%	70%

Figure 19

Percentage of College Savings Awardees, by Parental 4-Year College Degree Attainment and Year, 2017–2021 Award Cycles

Overview and presentation

A single line on a line graph displays the percentage of College Savings awardees, by parental 4-year college degree attainment and year, over the 2017–2021 award cycles. The line represents the percentage of awardees who had a parent with a 4-year college degree.

Values

Numeric values presented on the image:

Award Cycle	2017	2018	2019	2020	2021
Parent with 4-year degree	32%	37%	25%	27%	28%

Figure 20

Percentage of College Savings Awardees, by Employment Status and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of College Savings awardees, by employment status and year, over the 2017–2021 award cycles. Segments of each bar are color-coded by employment status.

Values

Numeric values presented on the image:

Employment Status	2017	2018	2019	2020	2021
Currently work at more than one job	0%	1%	0%	0%	1%
Currently work full time	0%	0%	0%	0%	0%
Currently work part time or seasonally	7%	8%	9%	8%	8%
Held job in the past but not currently	2%	4%	2%	3%	3%
No current or past employment	91%	87%	89%	89%	88%

Figure 21

Percentage of College Savings Awardees, by High School GPA and Year, 2017–2021 Award Cycles

Overview and presentation

A horizontally stacked bar chart displays the percentage of College Savings awardees, by high school GPA and year, 2017–2021 award cycles. Segments of each bar are color-coded by College Savings awardees' high school GPA.

Values

Numeric values presented on the image:

GPA	2017	2018	2019	2020	2021
Below 2.5	0%	0%	0%	0%	0%
2.5–3.0	15%	14%	20%	17%	6%
3.0–3.5	23%	24%	28%	29%	18%
>3.5	62%	62%	52%	54%	76%

Figure 22

Percentage of Traditional Awardees, by County of Residence, 2021 Award Cycle

Overview and presentation

A segment of a map of counties in Missouri and Kansas that highlights the six counties that are served by KC Scholars: Wyandotte, Kansas; Johnson, Kansas; Platte, Missouri; Clay, Missouri; Jackson, Missouri; and Cass, Missouri. The map displays the percentage of traditional awardees, by county of residence, for the 2021 award cycle.

Values

Numeric values presented on the image:

County of Residence	Wyandotte (KS)	Johnson (KS)	Platte (MO)	Clay (MO)	Jackson (MO)	Cass (MO)
Traditional Awardees	18%	16%	5%	11%	46%	5%

Figure 23

Percentage of Public School Students in Districts Served by KC Scholars Compared With Traditional Applicants and Awardees, by FRL Eligibility, Gender, Parental 4-Year College Degree Attainment, and Race/Ethnicity, 2021 Award Cycle

Overview and presentation

A vertical bar chart displays the percentage of public school students in districts served by KC Scholars compared with traditional applicants and awardees. The bars are color-coded to differentiate data for school districts that are served by KC Scholars from data for eligible applicants and awardees. Each bar displays the percentage of each category by FRL eligibility, gender, parental 4-year college degree attainment, and race/ethnicity, for the 2021 award cycle.

Values

Numeric values presented on the image:

Public School Students/Traditional Applicants and Awardees	FRL eligible	Female	Parent with 4-year college degree	Black/African American	Hispanic/Latina	White, not Hispanic	Multiracial/ Other/NR
School district population served by KC Scholars	42%	49%	35%	14%	17%	59%	6%
Eligible applicants	66%	64%	28%	25%	31%	27%	5%
Awardees	71%	71%	21%	26%	29%	27%	6%

Figure 24

Percentage of Adult Learners, by County of Residence, 2021 Award Cycle

Overview and presentation

A segment of a map of counties in Missouri and Kansas that highlights the six counties that are served by KC Scholars: Wyandotte, Kansas; Johnson, Kansas; Platte, Missouri; Clay, Missouri; Jackson, Missouri; and Cass, Missouri. The map displays the percentage of adult learners, by county of residence, for the 2021 award cycle.

Values

Numeric values presented on the image:

County of Residence	Wyandotte (KS)	Johnson (KS)	Platte (MO)	Clay (MO)	Jackson (MO)	Cass (MO)
Adult Learners	8%	12%	0%	6%	69%	4%

Figure 25

Percentage of the General Adult Population in the Six Counties Served by KC Scholars Compared With Adult Learners, by Gender, Race/Ethnicity, Parent 4-Year College Degree Attainment, and Veteran Status, 2021 Award Cycle

Overview and presentation

A vertical bar chart displays the percentage of the general adult population in the six counties served by KC Scholars compared with adult learners. Each bar displays the percentage of each category by gender, race/ethnicity, parental 4-year college degree attainment, and veteran status, for the 2021 award cycle.

Values

Numeric values presented on the image:

General Population/Adult Learners	Female	Asian	Black/African American	Hispanic/ Latino	White, not Hispanic	Multiracial/ Other/NR	Parent with 4-year college degree	Veteran status
General population	51%	3%	12%	11%	72%	3%	35%	5%
Adult learners	76%	3%	56%	13%	19%	3%	21%	3%

Figure 26

Percentage of College Savings Awardees, by County of Residence, 2021 Award Cycle

Overview and presentation

A segment of a map of counties in Missouri and Kansas that highlights the six counties that are served by KC Scholars: Wyandotte, Kansas; Johnson, Kansas; Platte, Missouri; Clay, Missouri; Jackson, Missouri; and Cass, Missouri. The map displays the percentage of College Savings awardees, by county of residence, for the 2021 award cycle.

Values

Numeric values presented on the image:

County of Residence	Wyandotte (KS)	Johnson (KS)	Platte (MO)	Clay (MO)	Jackson (MO)	Cass (MO)
College Savings Awardees	19%	12%	6%	17%	42%	3%

Figure 27

Percentage of Public School Students in Districts Served by KC Scholars Compared with College Savings Scholarship–Eligible Applicants and Awardees, by FRL Eligibility, Gender, Parental 4-Year College Degree Attainment, and Race/Ethnicity, 2021 Award Cycle

Overview and presentation

A vertical bar chart displays the percentage of public school students in districts served by KC Scholars compared with College Savings scholarship–eligible applicants and awardees. The bars are color-coded to differentiate data for school districts that are served by KC Scholars from data for eligible applicants and awardees. Each bar displays the percentage of each category by FRL eligibility, gender, parental 4-year college degree attainment, and race/ethnicity, for the 2021 award cycle.

Values

Numeric values presented on the image:

Public School Students/ College Savings Applicants and Awardees	FRL eligible	Female	Parent with 4-year college degree	Black/African American	Hispanic/Latino	White, not Hispanic	Multiracial/ Other/NR
School district population served by KC Scholars	42%	49%	35%	14%	17%	59%	6%
Eligible applicants	69%	65%	34%	30%	30%	25%	6%
Awardees	72%	70%	28%	28%	32%	24%	7%

Figure 28

Average FAFSA Submissions and Completions Among 2021 Traditional Awardee Schools and Non-Awardee Schools, 2020/21 School Year

Overview and presentation

A vertical bar chart displays the average number of FAFSA submissions and completions among 2021 traditional awardee schools and non-awardee schools, for the 2020/21 school year. The bars are color-coded to differentiate data for awardee schools from data for non-awardee schools.

Values

Numeric values presented on the image:

Schools	Average Submissions	Average Completions
Awardee Schools	143	135
Non-Awardee Schools	55	53

Figure 29

Average FAFSA Submissions and Completions Among 2021 Traditional Awardee Schools Over Time, 2015/16 Through 2020/21 School Years

Overview and presentation

Two color-coded lines on a line graph show the average FAFSA submissions and completions among 2021 traditional awardee schools over time, for the 2015/16 through 2020/21 school years. One line represents data for average submissions, and the other line represents data for average completions. The line graph illustrates the difference between data for average submissions and data for average completions.

Values

Numeric values presented on the image:

Submissions/Completions	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Average submissions	152	169	168	161	155	147
Average completions	141	158	156	154	147	139

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