Comprehensive Report of the Evaluation of KIPP DC's KIPP Through College (KTC) Program– Volume 1: Evaluation Findings

DRAFT

Authors

Holly Bozeman
Tara Dunderdale

July 2017

Contents

The KIPP KTC Program

The Knowledge Is Power Program (KIPP) is a national network of free, open-enrollment, college-preparatory public charter schools operating since 1998. Established in 2001, KIPP DC currently serves more than 5,200 prekindergarten through 12th-grade students at 16 schools on six campuses in the District of Columbia.

The KIPP Through College (KTC) program represents a broadening of the KIPP approach by supporting its students not only *to* college, but *through* college. KTC provides KIPP alumni with a multiyear pipeline of support beginning in middle school and continuing through attainment of a college degree. KIPP alumni are defined as those students who have attended and completed KIPP middle school. KIPP alumni may be students in high school or in college. KTC staff begin supporting KIPP students in middle school when students learn about high school options. The program offers alumni support services that include financial aid counseling, academic advising, life skills training, one-on-one counseling, and guidance on college selection. KTC, which began in 1999, has been replicated across multiple KIPP sites, including the District of Columbia in 2004. At full capacity, KIPP DC's KTC will serve over 1,800 participants in high school and college every year.

All KTC programs share the same mission—to address what is known as "the opportunity gap," in which low-income students typically have access to fewer economic, social, and educational resources, which, in turn, can negatively impact life outcomes such as income and health. Local KTC programs support KIPP students and alumni from middle school through college, providing a wide array of services with support from the national KIPP organization. While local KTC programs share the same mission and provide similar services, they also have a great deal of flexibility in how their individual programs operate.

The Role of Westat

KIPP DC is a member of the Venture Philanthropy Partners' (VPP) youthCONNECT initiative, a network of nonprofit organizations in the Washington, DC, metropolitan area working to help create successful futures for disadvantaged 14- to 24-year-old youth, including obtaining a college education and employment and becoming independent and productive members of their community. The youthCONNECT initiative is funded, in part, through the Corporation for National and Community Service's Social Innovation Fund (SIF). The SIF has stringent standards for rigorous evaluation of its funded programs. As a result, Westat, a social science research firm, was contracted in 2012 by KIPP DC to conduct a multiyear evaluation to study the implementation and outcomes of the KIPP DC KTC program.

Organization of This Report

The purpose of this report is to present the program evaluation efforts and findings in one comprehensive document to answer the evaluation questions. To do so, we have combined the findings from the three previous reports.[1] Chapter 2 provides details regarding the evaluation design and methodology. Chapters 3-6 are organized by research question as detailed in the KTC's Subgrantee Evaluation Plan for the SIF. Chapter 3 discusses the extent to which the KTC program is being implemented fully and correctly according to the program's logic model, as well as facilitators and challenges related to implementation. Chapter 4 discusses the extent to which program staff and focus group participants indicated that the program is meeting the needs of alumni. Chapter 5 provides recommendations and promising practices for program implementation from program staff and alumni. Chapter 6 presents the perceived influences of the program, as viewed by program staff and KIPP alumni, as well as exploratory program outcome findings. Chapter 7 presents the evaluation conclusions.

Survey data used within the body of the report reflect longitudinal data only to tell the story of program implementation and outcomes overtime. However, additional data tables for the cross-sectional survey findings are presented in Appendices A and B. Appendix A presents data from the annual survey of KIPP DC alumni who have attended college since graduating from high school. Appendix B presents the cross-sectional findings for alumni who did not attend college. Survey instruments, focus group guides, and interview protocols can be found in volume 2 of this report.

---

[1] Evaluation of KIPP Through College: Year 1 Implementation Report (2013); Findings from Alumni Survey (2014); and Findings from Alumni Survey (2016).

Study Design and Methods 2

Evaluation Design

Westat's external evaluation is a mixed methods design incorporating two primary components: (1) an implementation study and (2) an outcome study. The evaluation is answering questions related to both the implementation of the program and its effect on participants' high school and college enrollment, persistence, achievement, participation, and graduation. Primary data collection for the implementation study took place between December 2011 and June 2012 and included an interview with each KTC staff member and focus groups with KIPP alumni attending college and recent high school graduates. Primary data collection for the outcome study took place in 2014 and involved a secondary analysis of student data provided by KTC and the District of Columbia's Office of the State Superintendent of Education (OSSE)[2]. An updated analysis of outcome data was also conducted in 2017.

An additional component of both the implementation and outcome study is the annual alumni survey. The alumni survey collected self-report information regarding alumni characteristics, their college preparation experiences, college experiences, support received from KTC, and employment information. It was administered for the first time during the fall semester of the 2014–15 school year and then again in the spring semester of the 2015–16 school year. Exhibit 2-1 details the evaluation questions for both the implementation and outcome study and the data collection methods used to answer the questions.

---

[2] Additional analysis were planned to take place in 2016; however, due to a limited access to OSSE data, the analyses were not possible. Further explanation of the outcome study shortcomings are detailed in the chapter 6 of this report.

Westat®

Exhibit 2-1.   Evaluation components, questions, and data collection methods

Evaluation component	Evaluation question	Annual survey	Interviews and focus groups	Secondary data analysis
Implementation study	To what extent is the design of KTC being fully and correctly implemented?	X	X	
	To what extent does this design meet the needs of KTC participants?	X	X	
	What, if any, factors of implementation appear to affect KTC students' participation in the program and their college success (e.g., college attendance)?	X	X	
	What recommendations and best practices can be identified?	X	X	
	What are the facilitators of and challenges to implementation of the program?	X	X	
Outcome study	Are KIPP DC's KTC students more likely than non-KTC students to remain in their original high school placement?			X
	Do KIPP DC's KTC students remain on track to graduate more than non-KTC participants in DC?			X
	Do KIPP DC's KTC students have higher high school graduation rates than non-KTC participants in DC?			X
	Do KIPP DC's KTC students have higher college attendance rates than non-KTC participants in DC?			X
	Are KIPP DC's KTC students more likely than non-KTC students in DC to remain in their original college placement?	X		X
	Do different types of KIPP DC's KTC participants benefit in different ways (e.g., based on gender, type of high school they attend)?	X		X

Interview and Focus Group Participants and Analysis

Interviews

In fall 2011, Westat interviewed each member of the KTC staff. Included among them were the former director of the program, who had just transitioned to a new position within the KIPP organization; the high school transition advisor; three high school alumni counselors; the college transition advisor; three college support advisors; the career path advisor; and KIPP DC's director of data and analytics. At the time of the interviews, several of the staff had been with KIPP DC's KTC program for less than a year.

Researchers conducted the interviews following a semi-structured protocol. Using that format, researchers were able to cover key topics related to implementation of KTC with each staff member, while being able to tailor the protocol and ask additional questions in response to information provided by staff members.

The protocol for the program staff interviews was slightly modified based on information from the first interview with KTC's former director.

Focus Groups

Six focus groups were conducted—two in December 2011 and four in June 2012. Recruitment for the December groups focused on all KTC alumni enrolled in college and was conducted by KTC staff. Additional focus groups planned for December were cancelled when a sufficient number of alumni could not be recruited. In June 2012, recruitment was conducted primarily by KTC staff with support from Westat staff. In addition to two focus groups scheduled for current college students, two focus groups were scheduled for KTC alumni who had just graduated high school and would be attending college in the fall. Dates for focus groups were timed to coincide with alumni's winter and summer breaks, and alumni were paid $25 for their participation. Focus group participant demographic information is presented in Table 2-1.

Table 2-1.   Focus group participant characteristics

Participant characteristic	All participants (N = 32)	Number of Current college students (n= 24)	Number of Rising freshmen (n = 8)
Gender			
Male...	9	6	3
Female..	23	18	5
High school type[1]			
Public...	17	14	3
Private	15	10	5
Boarding[2]	6	3	3
College status			
Rising freshman...............................	8	NA	8
Freshman[3]..	11	11	NA
Sophomore.......................................	7	7	NA
Junior...	4	4	NA
Senior	0	0	NA
Unknown	2	2	NA

NA = not applicable.

[1] Reflects the type of high school from which participants graduated.

[2] Subset of the total number of private school students.

[3] Includes one student who had not yet started her freshman year but was counted as a current college student because she participated in a focus group of current college students.

Westat®

Qualitative Data Analysis

All program staff interviews and alumni focus groups were led by a Westat researcher, audio-recorded, and transcribed verbatim. Interview and focus group protocols were used to develop a set of broad descriptive coding categories that were aligned with the research questions. During the analysis of transcribed interviews, additional codes were then developed to reflect more detailed themes or constructs, thereby creating levels of specificity beyond the initial descriptive coding categories. Distinctions were made between topics that were raised across several interviews and focus groups and those that were mentioned by one or two program staff or within one focus group. Focus group data were either aggregated across all groups, where possible, or presented separately by participant group (i.e., rising freshmen, current college students) or collection year (2011, 2012). Quotes from program staff and KIPP alumni are provided throughout the report to illustrate the themes that emerged. Quotes were sometimes edited for clarity and readability without modifying the speakers' point of view.

KIPP DC Alumni Survey

The annual KIPP DC alumni survey was administered twice during the evaluation period—during the fall semester of the 2014–15 school year and during the spring semester of the 2015–16 school year. The survey collected data from KTC program participants to address evaluation questions pertaining to implementation of the program (e.g., alumni's participation in KTC activities) and to obtain information regarding outcome measures (e.g., GPAs) as well as possible moderator variables relating to respondents' personal characteristics, college preparation, college experiences, and work experiences that may influence the impact of the KTC program. Exhibit 2-2 details the survey structure and the moderators of interest.

Exhibit 2-2.   College attender survey instrument structure

Topic/moderator	Survey component
Support from KTC	Individuals who provided help on issues identified and usefulness of KTC's assistance, if applicable
	Relationship with KTC advisor including frequency of contact
	Participation in KTC program activities and helpfulness of those activities
	Most valuable aspect of the KTC program and recommendations for program improvement
Respondent characteristics	The Grit Scale, which measures students' ability to maintain sustained interest and motivation in pursuit of a goal
	Highest degree student expected to earn and perceived importance of a college degree
College preparation	High school experiences, such as Advanced Placement (AP) course participation, and preparation for employment and college
	College applications and attendance including reasons for attending student's most recent college
College experience	Time off from college and reasons for the time off, if applicable
	College academics and activities including GPA and participation in extracurricular activities
	Issues while attending college for which student needed assistance, such as keeping up with academic work, budgeting, and money management
	Whether student had on- or off-campus jobs and relevance to field of interest
	Typical number of hours worked and the effect on student grades

The survey was administered online and tailored for two distinct groups of alumni—those who had attended college at some point since graduating high school and those who had not attended college. To analyze these data, descriptive statistics were used to describe alumni's self-reported perceptions of their high school, college, and KTC experiences.

Participants

The survey was administered to KIPP middle school alumni[3] from the high school graduating classes of 2012, 2013, and 2014.[4] To recruit alumni, KIPP DC provided Westat with a list of names and contact information. As an incentive, alumni received $50 for completing a survey. Table 2-2 presents the response rates for both the 2014 and 2016 attenders survey by KTC cohort.

---

[3] Survey participants also included a small number of respondents who graduated from the KIPP high school but were not KIPP middle school alumni.

[4] In the 2014–15 survey data collection, the target population was KIPP middle school alumni from the graduating classes of 2012 and 2013.

Westat

Table 2-2.   Attenders survey response rate, by cohort

Cohort	Number of possible 2014 respondents	Number of respondents to 2014 survey	Percent of respondents to 2014 survey	Number of possible 2016 respondents	Number of respondents to 2016 survey	Percent of respondents to 2016 survey
2012	43	24	55.8	41	21	51.2
2013	119	70	58.8	116	78	67.2
2014				159	88	55.3
Total.............	162	94	58.0	316	187	59.2

SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Table 2-3 presents the characteristics of the overall survey sample disaggregated by both survey respondents and nonrespondents. This distribution of alumni characteristics remained consistent among those alumni who responded to the survey in 2014 and those in 2016—with slightly more female alumni (66 percent) responding to the survey than male alumni (34 percent).

Table 2-3.   Characteristics of college attender survey respondents: 2014 and 2016

Characteristic	Percent of 2014 respondents (n=94)	Percent of 2016 respondents (n=187)
Gender		
Female..	72.3	65.8
Male...	24.5	33.7
Race/ethnicity		
Black or African American—Non-Hispanic/Latino	93.6	97.3
Other races/ethnicities	3.2	2.1
Free and reduced-priced lunch		
Not eligible	60.6	56.7
Eligible..	36.2	42.8
Middle school graduation		
Non-KIPP	9.6	11.2
KIPP	87.2	88.2
High school graduation		
Non-KIPP	50.0	57.8
KIPP	46.8	41.7
Cohort		
2012...	25.5	11.2
2013...	74.5	41.7
2014...		47.1

NOTE: Gender, race/ethnicity, free and reduced-price lunch status, and middle and high school data were not available for some attenders. Percents may not sum to 100 due to rounding or missing data.

SOURCE: KIPP alumni demographic data.

Longitudinal Sample of Attender Survey Respondents

Of the 162 college attenders eligible for the survey in 2014, 94 responded. Of these 94 respondents, 72 also responded to the 2016 survey. After making adjustments based on alumni's self-reported attender status in 2016, these 72 respondents represent 46 percent of the 2012 and 2013 attender's cohorts. Figure 2-1 illustrates the process by which the longitudinal sample was identified.

Figure 2-1.   Identification of longitudinal sample

Population for 2014 attenders' survey: 162 → Respondents to the 2014 attenders' survey: 94 → Repeat respondents to 2016 attenders' survey: 72
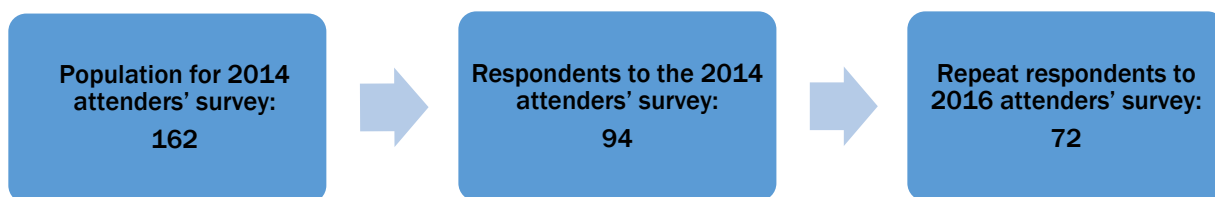
Table 2-4 outlines the characteristics of the attenders responding to both surveys and included in the longitudinal sample. More than 75 percent of repeat respondents were female alumni, making this group somewhat overrepresented in the longitudinal sample. The percentages of alumni not eligible for free or reduced-price lunch and alumni of KIPP high schools are also slightly higher in the longitudinal sample than the overall population of attenders.

Table 2-4.   Characteristics of college attender respondents to both 2014 and 2016 surveys

Characteristic	Percent of longitudinal sample (N=72)
Gender	
Female	77.8
Male	22.2
Race/ethnicity	
Black or African American—Non-Hispanic/Latino...	95.8
Other races/ethnicities	4.2
Free and reduced-priced lunch	
Not eligible..	61.1
Eligible...	38.9
Middle school graduation	
Non-KIPP..	8.3
KIPP	91.7
High school graduation	
Non-KIPP..	54.2
KIPP	45.8
KTC cohort	
2012	22.2
2013	77.8

NOTE: Percents may not sum to 100 due to rounding.

SOURCE: KIPP alumni demographic data.

Secondary Data Analysis

The evaluation plan identified the following exploratory outcome questions (Exhibit 2-3) related to students' high school and college enrollment, persistence, and graduation, which can be addressed using existing secondary data sources. It should be noted that these questions are considered exploratory in nature because the study design does not support causal inferences. Details regarding the data sample population and analysis process are explained in full in Chapter 6 of this report.

Exhibit 2-3.   Outcome evaluation question, indicators, and data sources

Evaluation question	Outcome indicator	Source
Do KIPP DC's KTC students remain on track to graduate high school more than non-KTC participants in DC?	On track to graduate high school	Internal data from KIPP DC's KTC program/OSSE data
Do KIPP DC's KTC students have higher high school graduation rates than non-KTC participants in DC?	High school graduation	Internal data from KIPP DC's KTC program
Do KIPP DC's KTC students have higher college attendance rates than non-KTC participants in DC?	College attendance	Internal data from KIPP DC's KTC program
Are KIPP DC's KTC students more likely than non-KTC students in DC to remain in their original high school placement?	Consistent high school placement	OSSE data
Are KIPP DC's KTC students more likely than non-KTC students in DC to remain in their original college placement?	Consistent college placement	OSSE data
Do different types of KIPP DC's KTC participants benefit in different ways (e.g., based on gender, type of high school they attended)?	Differential benefits for KTC alumni	Internal data from KIPP DC's KTC program

Limitations and Caveats

Although the focus group participants shared valuable perspectives, readers should be cautious about generalizing the findings of this report to the broader KIPP alumni population. Due to the nature of focus group data collection, findings may be subject to self-selection bias. For example, alumni less involved in the KTC program may have been more difficult to reach during focus group recruitment or less likely to agree to participate. Caution is also warranted when extrapolating findings from a small number of participants (especially with respect to the rising freshmen group) to the broader population, although participants across focus groups expressed similar points of view in many cases. Additionally, not every participant offered a response to every question and not every question was asked during the focus group discussion. Moreover, given the length of the protocol, moderators did not always have time to follow up on details with all respondents.

Relating to the survey data, we have chosen to present only the longitudinal survey sample findings in the body of this report. These findings are limited to the 72 participants who responded to the college attender survey in both years. This sample is disproportionately female, not eligible for free or reduced-price lunch, and members of the 2013 KIPP alumni cohort. Caution is urged when interpreting these findings. For a review of the cross-sectional findings, please see Appendices A and B.

For the cross-sectional survey data, there are several limitations relating to nonresponse bias to consider when interpreting findings from the survey for college attenders. First, the number of eligible respondents

varied by cohort. Therefore, cross-sectional findings from respondents to the college attenders' survey disproportionately came from the 2013 and 2014 cohorts of alumni, with far fewer in the older, 2012 cohort. Thirdly, the survey administration period and the date of the most recent contact from a KTC counselor may have also presented another source of nonresponse bias. That is, on average, the number of days between when the survey opened and the last successful contact of a KTC counselor was lower for those who completed the survey than for those who did not. This pattern was true for both college attenders and non-attenders, though, on average, the days since outreach and successful contact were both higher for non-attenders than attenders.

Additionally, the survey was not programmed to require a response in order to progress; therefore, some respondents did not provide a response to all items. Missing responses varied from 1 to 24 respondents omitting an item. The final limitation deals with longitudinal responses only. Some items asked students to respond about the last 12 months; however, the two surveys were opened approximately 18 months apart. Thus, there is a possible period of time not captured between the two administrations.

There are many caveats to consider for the analysis of the secondary outcome data. However, this discussion is reserved for Chapter 6, where the outcome study efforts are described in full.

This chapter provides an overview of the KTC program as viewed from the perspective of program staff. It relies on interviews with program staff conducted in 2012 and describes the array of activities and supports they offer, staff's perceptions of facilitators of and challenges to implementation of the program, and their perspective on how KIPP DC develops the human capital of its staff.

Program Design

KTC's theory of change is illustrated in the program's logic model (Exhibit 3-1). KTC activities are intended to increase the likelihood that participants will persist in and graduate from high school in the short term and persist in and graduate from college in the long term. Due to the extensive needs of many of KIPP DC's students, a greater level of intervention is required to help students reach these desired outcomes.

Program intervention begins in middle school when KTC staff work with seventh- and eighth-grade students and their families on high school selection and application, encouraging students to enroll in college-preparatory high schools. Students and families often lack knowledge about preparation for and admission to college, and many families do not know how to navigate the systems of college once students are enrolled. These factors make college completion a difficult task to achieve for many students. KTC activities such as family outreach (e.g., establishing and maintaining relationships with students' parents and guardians) and workshops on financial aid and college applications are designed to enhance the knowledge base of families and students about the intricacies of college degree attainment at every level. Tracking student academic growth allows for early and frequent intervention by KTC staff to tailor the level of support participants receive and help them stay on the path to degree attainment.

Exhibit 3-1.   KTC logic model

KIPP DC					
KIPP Through College Mission: Ensure that all participants have the tools and support needed to access and attain a college degree.					
Inputs	**Activities**	**Outputs**	**Outcomes**		
			Initial	**Intermediate**	**Long-Term**
• Participants and their families • KTC staff • Resources from the national KIPP organization (e.g., national alumni database) • Resources through partnerships (e.g., Accenture)	Host workshops • Financial aid • College application • SAT prep Build relationships • One-on-one with students • Family outreach • Mentorship pilot Monitor and support academics • School visits • Academic support meetings • Grade tracking • Tracking participation in extracurricular activities Foster participant community • Social events Facilitate college selection and application • College tours Assist career exploration • Organization and company networking • Summer enrichment	Number/percent of: • Workshops held • Participant one-on-one sessions conducted • Participants with whom KTC has made at least one contact • Participant log entries • Social events held • College tours facilitated • College visits conducted • Mentor/participant matches made • Academic support meetings held • Students who have submitted grades for tracking • Students placed in an internship/assistantship	High school persistence • Percent of participants who remain in their original high school placement • Percent of participants retained in high school • Percent of participants on track to graduate high school within 5 years High school achievement • Participant's average GPA • Percent of participants with a 2.0 or higher GPA, 2.5 or higher, and 3.0 or higher • Participant's average PSAT score • Participant's average SAT score • Number of AP classes completed by participants • Number of AP/International Baccalaureate exams taken • Participant's average AP score High school participation • Percent of participants who participate in at least one high school extracurricular activity • Percent of participants who participate in at least one extracurricular activity outside of school High school graduation • Percent of participants who obtain a diploma within 4 years • Percent of participants who obtain a diploma within 5 years	College matriculation • Percent of participants who submit college applications • Percent of participants who complete the FAFSA • Percent of participants accepted to college • Percent of participants who matriculate to an institution of higher education within 18 months of high school graduation • Percent of participants enrolled in colleges with a high level of academic challenge and extracurricular opportunity (as measured by attendance at 4-year vs. 2-year institutions and selectivity of institutions) • Percent of participants enrolled in colleges that serve their unique needs and interests (as measured by the extent to which participants are enrolled in institutions that appropriately matched to their interests and abilities)	College persistence • Percent of participants who remain in their original college placement • Percent of participants who are retained in college • Percent of participants on track to graduate within 6 years College achievement • Percent of participants with a 2.0 or higher GPA and 3.0 or higher college GPA College participation • Percent of participants who participate in at least one college extracurricular activity College graduation • Percent of participants who obtain a diploma within 4 years • Percent of participants who obtain a diploma within 5 years • Percent of participants who obtain a diploma within 6 years

KTC staff identified numerous resources available to them through the national KIPP organization such as partnerships with colleges and universities, professional development, and an alumni database. However, guidelines from the national organization are limited and KIPP DC's KTC program has considerable freedom within which to operate. Space for creativity, innovation, and highly personalized services were identified as advantages of this approach.

> *One of the pillars of KIPP is power to lead so each region does whatever works for them. The Foundation doesn't really—they're not in the business of telling regions what to do necessarily.... I think it leads to some really great innovation. And I should say that regions certainly share so there's definitely a spirit of community and a spirit of sharing and using each other's best practices.*

Other KTC staff noted the flexibility that they have within KIPP DC, as well. There are clear expectations related to their job descriptions, performance targets (e.g., the frequency with which they contact each alumnus on their caseload), and how they should be documenting their contacts with alumni. However, within these general guidelines, they have a great deal of autonomy and room for professional judgment.

> *There are not necessarily specific guidelines as to what you have to do when you're at those schools or what you have to do when you talk to those students because it's so different at every school and every student is so different, too. We definitely have that flexibility. It's also a collaborative effort with our team having to be on the same page and working together.*

The staff did not cite this flexibility as a problem for performing their jobs. In fact, several staff identified flexibility and autonomy as a facilitating factor in the work they do. However, some staff indicated that it creates challenges for assessing program impacts and effectiveness because each staff member is taking a somewhat different approach. Moreover, it makes an assessment of implementation fidelity less relevant because there is not a strict program model against which to determine fidelity.

Moving forward, the former director of KIPP DC's KTC program indicated that there has been a shift within KIPP toward greater codification of the program and more systematic efforts to train KTC staff on how to best serve KIPP alumni. She also noted that KIPP is in the process of developing a scope and sequence for program activities. Additionally, KIPP DC's KTC staff are in the first year of implementing a locally developed tier system that provides guidelines on prioritizing student contacts based on different needs for intervention. Given its newness, some staff were unsure about the details of the tier system, but, as it develops, it has the potential to provide greater structure to a major component of the KTC program and facilitate the examination of implementation fidelity.

Program Activities

KTC has four main components—high school transition, high school support, college transition, and college support. The components related to high school support and college support have the largest numbers of staff, while the components related to high school and college transition reside with one primary staff member at each position. Staff work closely with each other within and across these four major time periods of KIPP alumni's academic careers.

> *Yes, we all have roles, but they all have a sense of cohesion and they're all tied together. It's not just, "OK, now this is your caseload and you're responsible for them and I'm not worried about it [any]more."*

Program staff detailed an extensive list of ways in which KTC supports KIPP alumni. The breadth of issues counselors and advisors handle was made clear by one staff member who noted, "I'm everything from a counselor to a therapist to a support person to an advisor. We talk about everything from financial aid to finding a job to social issues." Staff members also described themselves as "an interpreter," "a consultant," and, most frequently, "an advocate." While many responsibilities are common across positions (e.g., maintaining regular contact with alumni), others are specific to particular ones (e.g., creating and cultivating formal partnerships with local colleges and universities). Given the broad and varied list of activities described by program staff, the activity column of the KTC program logic model is used here as an organizing feature (Exhibit 3-2).

Exhibit 3-2.   KTC activities

Activity	Examples
Host workshops	Provide workshops and informational sessions on topics such as financial aid, the SAT, and skills for academic success
Build relationships	Maintain regular contact with alumni, hold one-on-one meetings
Monitor and support academics	Verify enrollment, monitor grades, visit alumni at their high schools and college campuses, connect alumni with resources (e.g., tutoring), develop relationships with high school and college staff
Foster community	Host social events, facilitate peer relationships (e.g., KIPP ambassadors)
Facilitate high school and college selection and application	Assist alumni with researching colleges, completing college applications, finding and applying for financial aid and scholarships, and SAT and ACT registration
Assist career exploration	Assist alumni with career-readiness skills, resumes, finding internships and employment
Other support services	Provide crisis management and social work services, develop and implement various programming (e.g., Future Focus), establish partnerships with colleges and universities

SOURCE: KTC staff interviews.

Program staff have a targeted number of contacts that they are expected to make with alumni during a particular time period, usually monthly. However, program staff explained that keeping in touch with alumni can be tremendously difficult for a variety of reasons—disconnected phone numbers, email and mailing addresses that are no longer valid, alumni's busy schedules, students' quest for independence and resistance to KTC staff's attempted involvement, and sometimes embarrassment or fear of reprimand if they are struggling.

> *I think there are some students who are more receptive to what we offer than others, right? It's been my experience since I've been here that sometimes students feel if they are not doing well that they're going to be punished. And so, once we're able to make that positive connection with them and say, "Hey, we're not here to punish you or chastise you, we want to help you get through this. So let's sit down. Let's assess. Let's look at if you're not performing well, why is that? And what can we do to change this and make it better?"*

These difficulties can be frustrating for program staff and slow the momentum they have built working with an alumnus.

Facilitators of and Challenges to KTC Implementation

Program staff were asked about facilitators of and challenges to program implementation. Echoing sentiments expressed by alumni, which are discussed in the next chapter, staff often cited facilitators that reflect the importance of social connectivity—collaboration, communication, and relationships. Connections among KTC staff; to alumni and their parents; and to middle schools, high schools, and colleges and universities were described as critical to the success of the program. Staff commonly identified the difficulties associated with developing these connections when discussing implementation challenges.

Facilitators

A **collaborative working environment** and **communication among KTC staff** were the facilitators most frequently cited by program staff. KTC staff work in the same open office space, meet weekly, and turn to each other for advice and assistance. Staff members frequently praised each other's work and dedication and appreciated the depth and diversity of the experience they have as a team. When alumni transition from one staff member to another (e.g., when they graduate high school), staff members work closely with each other to ease the transition and increase alumni's comfort level with their new advisors.

> *We have to make sure that we're definitely team players and it's not, "Oh, that's your student and these are my students." These are <u>our</u> students. I happen to have a caseload of them and maybe I work a little bit more closely with them than you do, but at the end of the day if you've made a connection with a student, maybe a little bit better or differently than I have, then by all means, please do talk with them and just update me.*

Relatedly, **staff continuity** is considered as vitally important to building and maintaining relationships with alumni. Staff members frequently cited the longest serving member of the team as a key facilitator in terms of building relationships with alumni. Opinions differed as to whether staff turnover has been an issue; however, the KTC team has rapidly expanded so several staff members are new to the organization. Moreover, alumni are transitioned from one staff member to another at several key points in their academic careers. A couple of staff members mentioned the benefits of this increasing specialization in which staff members are assigned a specific group of alumni (e.g., high school seniors). They stated that it allows staff members to develop their expertise and be more effective.

> *I think we have, as a staff, become specialists. So where as I was sort of a jack of all trades, master of none in the beginning—I worked with high school kids, I worked with the college kids, I helped with placement, I helped with college placement—I'm very much able to focus on now the needs of the [high school students], which is what I work with. And, you know, we have a social worker that works with that smaller group of kids and their specific needs. That was something that we didn't have until this year…. But now everybody has their specialty and I think it's made us a lot more effective in what we do.*

These transitions require alumni to establish new relationships with KTC staff. As noted above, staff collaboration around periods of transition was viewed as one way to maximize alumni's comfort with these new relationships.

Having **strong relationships with the KIPP middle schools, KIPP College Preparatory (KCP)[5] and other high schools, and colleges and universities** was also described as an important facilitator. Individuals in these organizations (e.g., high school guidance counselors) and KTC staff often have overlapping responsibilities, so some measure of coordination and mutual assistance is advantageous. Developing partnerships with colleges and universities can also bestow benefits to alumni such as a formalized network of support services on that campus.

On the whole, staff agreed that there are **adequate resources** for implementing the program. Grant money enabled a significant expansion of KTC staff to handle the increasing number of KIPP DC alumni while generally keeping caseloads manageable. Additionally, the **opening of KIPP College Preparatory** has kept caseloads for the high school team lower than they would have been otherwise because KTC

---

[5] KIPP DC's high school, which was established in 2009.

does not begin working with these students until senior year. Other key resources mentioned by staff include partner-funded programs (e.g., Future Focus), KIPP DC's development team, discretionary funds available to staff, and resources available through the national KIPP organization such as the Salesforce alumni database and professional development.

Several other, less frequently cited facilitators of program implementation include a **KIPP school culture** that acclimates students and families to frequent contact from KIPP staff; **KTC leadership**; **program materials** such as calendars of key deadlines; the **physical space** to work and have private conversations with alumni; **knowledge of DC policies and resources** (e.g., DC CAP, DC TAG); a **growing awareness of the program** on the part of high school and college staff, parents, and alumni; and DC's **charter-friendly climate** and other regional characteristics that make KIPP DC an attractive pilot site for program development.

Challenges

Relationship building is central to the work of KTC, and program staff mentioned several factors that can impede their ability to establish and maintain close relationships with alumni and their parents. In general, program staff noted that,

> *…it's always a challenge just to connect with the student. Because of the fact that **we're not in the school**, and we don't have access to them at all points, that's just a challenge in general.… **Convincing the parent and the student** that we can help them is probably the biggest challenge.*
>
> *At the end of the day, no matter what we do, it's really about [the students] and making sure that we're helping the alumni to be where we'd like for them to be and where they want to be. And so [the biggest challenge is] **connecting with the students and building that trust** so that we can work with them effectively and be successful in that work with them. And I think that we understand that and we have been willing to take that on. We have taken it on and we continue to work through it day to day.*

More specifically, staff indicated that having a **high caseload** is a significant obstacle to developing deep connections with alumni. For the most part, KTC caseloads were described as manageable—the exception being caseloads for members of the high school team, who each work with approximately 100–115 alumni. However, program staff recognized that other KTC programs across the country have caseloads that are much larger than those of KIPP DC's KTC high school team.

Westat®

I would say [an ideal caseload is] no more than 50. That is because in order for me to be effective, or for me to be able to be good at what I do, it's important for me to relationship-build with my students. It's important for them to learn about who I am and grow to trust me and to look at me as a resource so that when they are struggling academically, and when they are getting ready to be put out of class or put out of school based off their academic slide, we know I would be able to do more prevention methods versus intervention methods.

Another frequently mentioned challenge is **balancing the needs** of different alumni—being able to give alumni extra attention when they need it, while still providing support to other alumni.

That's the purpose of me having the smaller caseload, to make sure that the kids who need extra attention are able to get the extra attention. I think that it can be a positive thing in that for everybody else, the kids who need the special attention can get the special attention. We just have to be careful that those kids are not getting <u>all</u> of our attention. I think we're still looking for the balance for that with the tier system and how we can give kids extra attention without giving them all of our attention.

KTC staff also described the challenges that new staff have in **gaining alumni's trust**. Alumni need time to get to know and connect with their advisor. When a staff member is new to the team or a student has been transitioned from one advisor to another, it can cause alumni to resist contact and pull away from the program. Alumni frequently mentioned reticence and confusion surrounding staff transitions, and one staff member indicated that some students have "lost trust," although this loss of trust was not explicitly mentioned by other staff members.

…I think, over the last couple of years, there has been a lot of movement in our office with staff. And so I think students have kind of felt the brunt of that and they're like, "I'm not going to deal with [her] because she's going to leave soon anyway."…. And then we have some students who we push and push and push. When we finally get in contact with them they'll say, "Oh, you're still there." And I'm like, "Yeah, I'm not going anywhere anytime soon." So that tells me that there's definitely a level of trust there that needs to be built.

Finally, staff indicated that **parents often do not understand** the purpose of the program or how it can benefit their child.

While communication within the KTC team was described as strong**, communication with high schools and the larger KIPP DC organization was viewed as weaker**. Many KTC staff expressed that there is not enough communication with KIPP DC's high school and they are unsure how to work with those students. Some staff noted that they are trying to build relationships with KIPP high school staff because they have overlapping responsibilities and they feel that senior year is too late to connect with these students. Furthermore, they explained that both KIPP teachers and teachers at other schools are often unaware of the KTC program.

The most challenging aspect is communication between us and the high school…. It's confusing for them because we don't work with the students yet who go to the high school because technically they're in the KIPP network and they have their own KIPP counselors upstairs.

With respect to communication within KIPP DC, staff have at times found communication "frustrating," although they noted that this is typical of **large organizations**. Sometimes they feel they do not have "the complete picture" with respect to the budget and leadership roles, among other topics. There are also strategic reasons why coordination among different divisions in KIPP DC would be beneficial to the organization as a whole and to KIPP DC students. Information from KIPP DC was said to be channeled through the KTC director, so the director plays a critical role in ensuring effective communication within KTC and between KIPP DC and KTC.

I think that as we continue to grow as a network, it's going to be important for people to know and understand what we do in this office is not strictly contained to this office. What we do affects and touches every single person here. I think that gets lost. So I would just love a KIPP DC professional day where we have a chance and opportunity to talk amongst each other about what we do. Being at KTC, I don't even understand what's happening in the classrooms all the time. I'm not a teacher, but that doesn't mean that I don't want to know what's happening inside the classrooms. I have to understand that in order to do my job effectively.

Several **challenges related to human capital** were identified (e.g., professional development and leadership opportunities). With the rapid expansion of staff came some growing pains that included the need to find high-quality staff, define their roles and responsibilities, and integrate them into the KTC team. Additional human capital constraints identified by KTC staff focused on their ability to grow as professionals, such as limited professional development funds, professional development that is occasionally misaligned with staff needs and interests, and few opportunities for leadership roles.

Several **logistical and planning constraints** have posed challenges to implementation. Examples cited by staff include accessing, tracking, and updating alumni's contact and academic information, which was described as particularly challenging for the college team; developing new programming to add variety each year; identifying adequate physical space in which to have private conversations with alumni; finding low cost and easily accessible venues to hold events; and establishing metrics by which to gauge program success. Other less frequently cited challenges include the difficulty in emphasizing the importance of college-preparatory high schools, negative feelings alumni may have about KIPP or their desire to separate themselves from all things KIPP, low attendance at events, inadequate or nonexistent transportation to events, and a lack of clarity/consensus about what to do with students who are not college bound.

KTC Human Capital

While much of the focus of the staff interviews centered on KIPP alumni and their needs, staff were also asked about whether the KTC organizational structure maximizes human capital. In general, staff appreciated the autonomy they have in their work and the collaborative working environment. They also mentioned that they have opportunities to develop programming and expand their roles, and that KTC uses their knowledge and skill sets. Program staff identified several professional development opportunities offered through KIPP, including the KIPP School Summit and KTC retreat, that they have found beneficial.

Staff generally indicated that they are able to express their views and that leadership is receptive to their ideas. For example, staff members stated that they had input into revising their job descriptions to more accurately depict the work they are doing. The extent to which staff members' input influences major and/or final decisions, however, is unclear to some staff. While some staff felt that they had sufficient input into decisions, others said that they are unsure how much their opinions factor into decision-making, and one staff member was not sure with whom to share ideas.

Staff also noted limitations with respect to professional development, leadership positions, and career advancement opportunities. For example, budgetary constraints limit the number of conferences and professional development opportunities in which staff members can participate, and a small number of staff members mentioned opportunities that they could not attend due to cost. Some staff also mentioned wanting professional development that is better aligned to their specific needs (e.g., a focus on specific strategies rather than big picture ideas). Suggestions for professional development include holding roundtables within the KIPP community about the work KTC staff do; sharing information across the KIPP DC community, including what is happening in the classrooms; and creating opportunities for staff to earn certifications.

KTC's flat organizational structure limits opportunities for leadership and individual advancement. Some staff members expressed interest in taking on additional responsibilities and mentioned that informal leadership roles have taken shape in KTC. However, staff were uncertain as to whether informal leadership roles would be formalized. One staff member explained that staff members could create new programs and, therefore, become leaders on their own specific programs. At the same time, this staff member cautioned that staff cannot be expected to do the same thing year after year without opportunities to grow professionally. Finally, some staff stated that the downside to the high level of autonomy is a lack

of clarity about the work being done and difficulty determining what about the program works best because each staff member operates differently.

Extent and Perceived Value of KTC Participation 4

This chapter discusses the extent to which alumni participate in KTC activities and the factors that affect their participation in the program. The discussion presents the perspective of both program staff and KIPP alumni and draws on the interview and focus group data collected in 2012, in addition to data from the longitudinal survey of college attenders collected in 2014 and 2016. This section generally refers to alumni collectively when referring to focus group findings, which includes both rising freshmen and current college students. The report explicitly states when focus group findings from the two groups have been disaggregated. However, it is important to keep in mind the following caveats when reviewing findings from the focus group data relating to perceptions:

- Current college students had the ability to reflect on their experiences in both high school and college and could consider how the KTC program helped prepare them for entrance into and success in college.

- Rising freshmen, however, had only their high school experiences to consider, which necessarily limited their ability to consider how KTC had prepared them for college.

- The timeframe in which students experienced the program was different; supports that were in place for the 2011–12 rising freshmen may not have existed for earlier cohorts of students.

Alumni's General Perceptions of KTC Services and Activities

During the 2012 focus groups, both rising freshmen and current college students reviewed a list of KTC program activities and indicated which ones they participated in during high school and while in college, if applicable. Alumni were then asked to select the activities that they thought were most valuable (Table 4-1). In subsequent years, college-going alumni were asked a similar question on the annual college attenders survey.

In the focus groups, there was considerable difference between the two groups of alumni about which KTC activities were considered to be valuable while in high school, although it is not clear whether this is due to these alumni being at different stages of their personal and academic development or differences in the program over time. A large majority of rising freshmen valued the one-on-one counseling with a KTC counselor, while relationship-building activities and high school supports were considered valuable by most current college students.

Westat®

Table 4-1. Alumni participation in KTC activities during high school and their perceptions of the activities' value

KTC activity	Rising freshmen (n=8)		Current college students (n=14)	
	Participated in (%)	Highly valued (%)	Participated in (%)	Highly valued (%)
Host workshops				
Attended a financial aid workshop	50	13	36	21
Attended a college application workshop.......................	38	13	21	21
Attended an SAT prep workshop.....................................	0	0	29	14
Build relationships				
Participated in a one-on-one counseling with KTC counselor/advisor	88	88	36	43
Family received outreach	100	13	36	43
Monitor and support academics				
Received high school support from KTC counselor/advisor	100	25	71	50
Attended academic support meetings............................	38	0	14	7
Foster community				
Attended social events	100	38	79	29
Facilitate college selection and application process				
Attended college tours	13	13	36	7
Assist career exploration				
Attended organization and company networking event	25	0	21	7
None..	0	0	7	NA
Other	38	0	14	21

NA = not applicable.

SOURCE: Rising freshman and current college student focus groups.

Current college students from the focus groups were also asked to reflect on participation in KTC activities while in college, while rising freshmen were asked about their likelihood of participating in these activities when they got to college (Table 4-2). Discussions on this topic revealed that relationship-building activities are still important and considered valuable at the college level; almost all current college students indicated that they had participated in one-on-one counseling with their KTC advisor, and more than three-quarters indicated that they found the counseling to be one of the most valuable KTC activities. Current college students indicated that they had not participated in KTC-sponsored workshops or a networking event and were unlikely to attend a KTC social event while working toward their bachelor's degree. Rising freshmen, on the other hand, expressed some interest in and optimism toward their likely participation in a variety of KTC activities while in college, but responses from current college students may reflect participation during this time more accurately.

Table 4-2. Alumni participation in KTC activities during college and their perceptions of the activities' value

KTC support and service	Rising freshmen (n=8)	Current college students (n=14)	
	Would like to participate in college (%)	Participated in (%)	Highly valued (%)
Host workshops			
Attended a financial aid workshop	25	0	0
Attended a college application workshop.........................	0	0	0
Attended an SAT prep workshop.....................................	0	0	0
Build relationships			
Participated in a one-on-one counseling with KTC counselor/advisor	75	93	79
Family received outreach	25	36	14
Monitor and support academics			
Received high school support from KTC counselor/advisor	38	29	21
Attended academic support meetings..............................	25	7	0
Foster community			
Attended social events..	50	7	7
Assist career exploration			
Attend organization and company networking event	50	0	0
None	0	0	0
Other[1]	0	36	7

[1] Five current college students (36 percent) selected "other" activities and support services that they took advantage of while in college. These activities included having lunch with their KTC counselor just to connect, not for counseling or because they needed something.

SOURCE: Rising freshman and current college student focus groups.

From the survey respondents' perspective, the focus on relationship building, as well as career exploration assistance, continued as alumni progressed through their college-going experience. However, 2014 survey findings reveal that over 60 percent of respondents felt the most valuable part of the program was the relationship with their KTC advisor/counselor. In 2016, only 37 percent of these respondents selected this option. The percentage of respondents selecting networking opportunities, financial support, academic support, KTC-sponsored workshops, and other as the most valuable element of the KTC program increased between 2014 and 2016 (Figure 4-1).

Westat®

Figure 4-1. Percent of attenders reporting on the most valuable part of the KTC program: 2014 and 2016
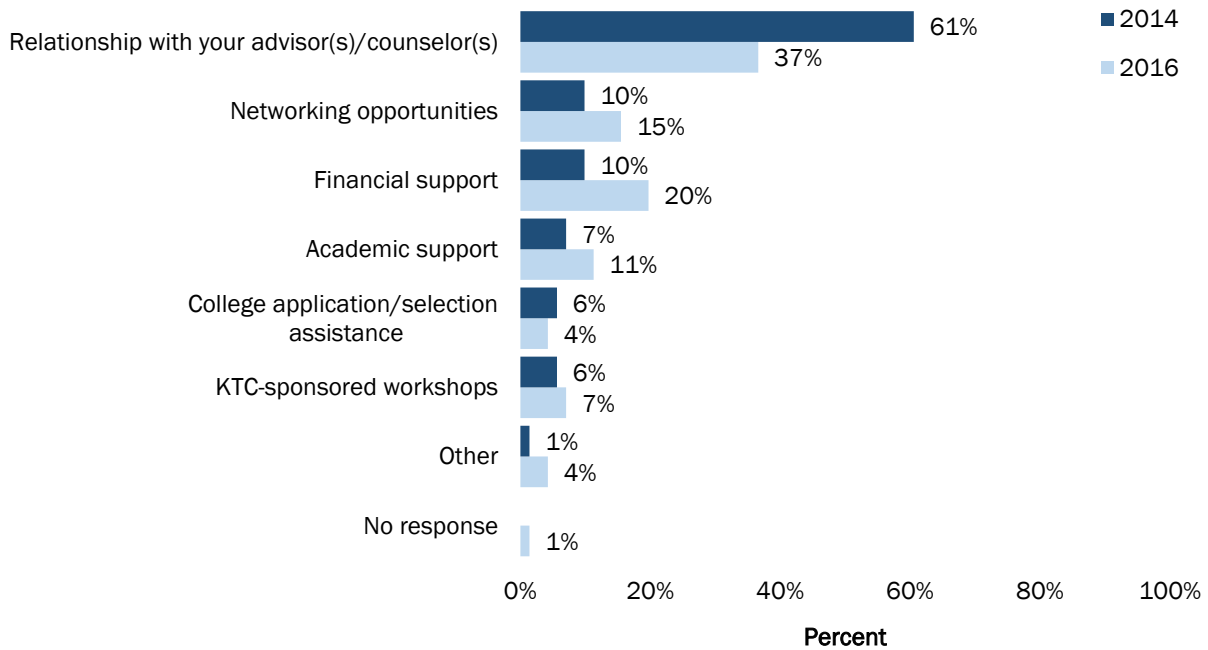
NOTE: One respondent in each year specified "none" under other. Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Alumni's Activity-Specific Perceptions

In focus groups and through the survey, current college students and rising freshmen described their level of participation for each type of support, activity, and service the KTC provided. Their perceptions pertaining to each of these activities follow.

Build Relationships

Participation in and perceptions of the relationship-building efforts of the KTC staff varied depending on alumni status (i.e., current college student or rising freshman) and individual needs. In 2012, current college students and rising freshmen focus group participants recalled that their KTC advisor contacted them weekly while they were in high school, but many of these alumni indicated that they did not hear from KTC until their junior year. Nor did some of these alumni remember the name of their KTC counselors from high school, although they were aware that someone at KTC was available to them if needed. Alumni also noted that the transition from their high school advisor to their college advisor felt sudden, but that their new advisor already knew a lot about them.

In college, the frequency of contact varied by participant, but alumni noted KTC staff's persistence in reaching out to them. This persistence was echoed in the 2012 interviews with KTC staff, who stated that they "attack on every front" when it comes to communicating with alumni. Staff communication vehicles include emails, phone calls, text messages, mailings, and Facebook posts.

KTC Relationships with Alumni

One-on-one counseling was guided by the varying needs of alumni. Therefore, the frequency and content were as diverse as the alumni on each caseload. Although the interactions were different, the majority of alumni considered one-on-one time with their KTC counselor valuable. For some students, this relationship was very direct and purposeful (e.g., "He helped me with some of my college applications"), while others described the relationship as more personal (e.g., "I used to talk to him about anything, like the dreams that I had at night and what they meant"). Alumni provided many examples of the ways in which KTC staff served as an encouraging force when they needed additional motivation.

> *I just think the one-on-one sessions are helpful. I don't get no one-on-one when I'm at school because don't nobody come to see me. When I come home my counselor, she'll call me, she'll take me out. On New Year, she'll send me a text, "Don't forget to do your FAFSA. It's the first of January." I just think those are helpful because they make me stay on top of my game.... I remember to do something, but as soon as it's time to do it it's like, "Oh, I forgot what I was supposed to be doing." My counselor just always texts me, "Hey, did you do this? Did you send that email? Did you try to get an internship?"* (Current college student)

As noted, the level of interaction was not the same for all alumni. Some alumni interacted with their KTC counselors via email and phone but had not had an opportunity or desire to set up a face-to-face meeting. Others only had one meeting. This diverse level of interaction and contact was also evidenced in the survey findings. College-going alumni were asked to indicate how often and through what means they received contact from their KTC counselor during the last 12 months (Exhibit 4-2). In general, in-person contact was the least frequent form of contact received by alumni. The percentage of respondents reporting at least monthly contact via email rose slightly between 2014 and 2016 (from 37 percent to 44 percent). Thirty-eight percent of repeat respondents indicated they had been in contact with their KTC advisor/counselor at least monthly both via phone and text in 2014. In 2016, these percentages were slightly lower (31 percent and 34 percent, respectively).

Westat

Figure 4-2.   Percent of attenders receiving a type of contact weekly or monthly in the last 12 months, by type of contact: 2014 and 2016 (N=71)
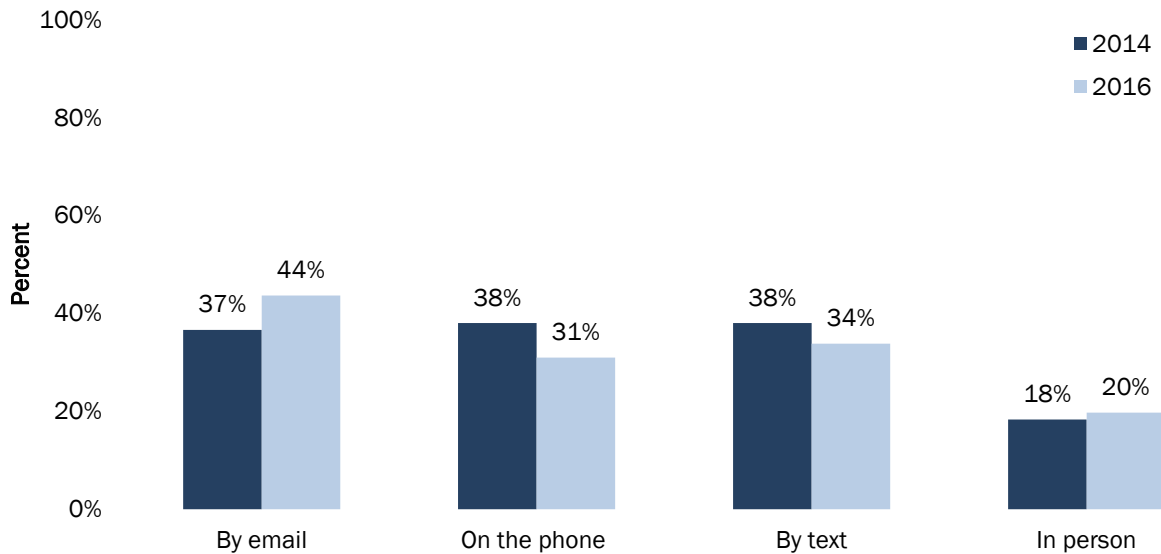
NOTE: One respondent to the 2014 survey did not select a response for in-person contact.
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Overall, the relationships KTC advisors/counselors built were viewed favorably by the majority of alumni and were seen as more valuable over time. For instance, survey respondents were asked the extent to which they agreed with statements regarding support from their KTC advisor/counselor. The majority of respondents agreed or strongly agreed with four of the five statements in both years. Although a decrease was observed over time regarding how positively alumni viewed their relationship with a KTC advisor or counselor, alumni seemed to be becoming more comfortable talking about personal and academic issues and had received useful information about jobs and college (Figure 4-3).

Figure 4-3.   Percent of attenders agreeing or strongly agreeing with statements about their KTC advisor/counselor: 2014 and 2016 (N=71)
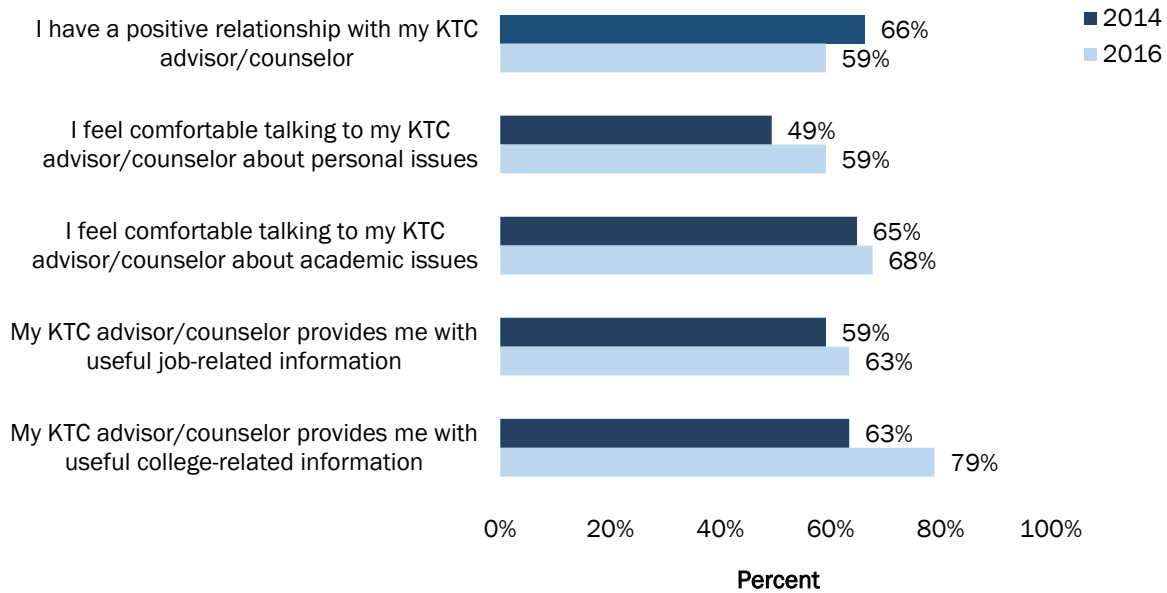
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

KTC Relationships with Family Members.

Program staff also attempted to build relationships with alumni family, friends, and teachers, to inform them about activities and engage them in the program; however, the family outreach component received mixed reactions from alumni. In general, parents of the focus group participants had many questions about the high school and college search, applications, and the financing process; parents appreciated the KTC program for keeping them in the loop as their student navigated this process. For parents of alumni attending a boarding high school, communication with KTC served to bridge the distance between their student and themselves.

> *Like I said, I went to a boarding school. They stayed in contact with [my mother] and made sure that she understood everything, knew what the process looked like. When I needed to get something signed they would drive to my house and get my mother to sign it or mail it in or something like that. They did a lot of family outreach stuff.* (Current college student)

As a result, some parents built as strong a relationship with the KTC counselors as did their students. One participant said that his mother had KTC on speed dial so that they could talk about "every little thing that had to do with school." This level of open communication between family members and KTC had obvious benefits—both parents and counselors were kept well informed about alumni. However, there

was some evidence that even the parents sometimes felt they had hit a saturation point with the amount of information they were being provided.

> *Honestly, my mom at first was the most aggravated with KIPP to College. She was like, "We have enough financial aid…. [Your counselor] keeps calling me." And I'm like, "I know, mom."* (Current college student)

Monitor and Support Academics

Checking in to make sure alumni stay "on track" was identified, by KTC staff, as a significant component of the program and was tailored to alumni needs. Current college students and rising freshmen recognized that school and campus visits are a part of the KTC counselor's job description, so they anticipated these visits and truly appreciated the effort made to keep in touch. However, the number of times alumni were visited by a KTC staff member was not consistent across all alumni and may have decreased over time for college attenders. For instance, the majority of college attenders completing a 2014 survey reported monthly check-ins and campus visits from KTC staff; however, there was a noticeable decrease in the percent of alumni reporting campus visits in 2016 (Figure 4-4).

Figure 4-4. **Percent of attenders reporting receiving support in the last 12 months, by type of services: 2014 and 2016** (N=71)

SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Comprehensive Report of the Evaluation of KIPP DC's KIPP Through College (KTC) Program
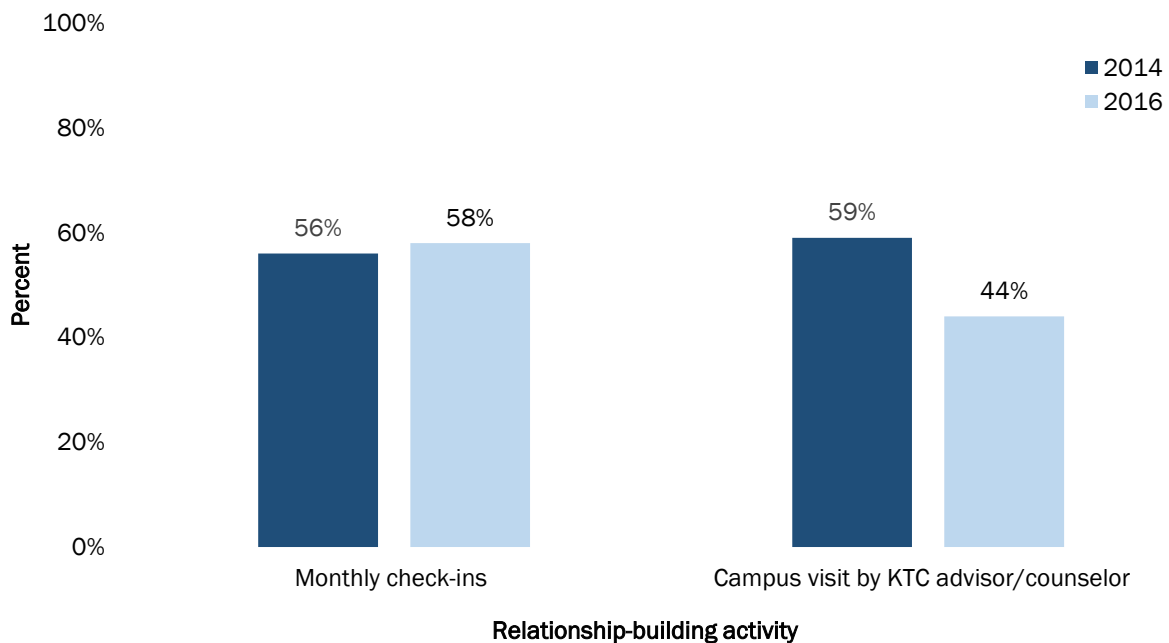
Regarding the high school experience, some alumni said that KTC staff were at their high school "all of the time," while others said that they received a visit once a month, once a year, or three times total. Some alumni did not remember receiving a visit from KTC during high school at all. For high schools that had a high concentration of KIPP alumni, these visits sometimes turned into social and networking events. Alumni would gather for lunch or a pizza party, which helped build bonds among them. Other times, monitoring and supporting alumni's academics was a behind the scenes activity, leaving alumni unaware of the time and effort being devoted.

> *To my knowledge, when I graduated, I didn't know that KTC was actually talking to my scholarship program. They were communicating back and forth. I guess they did support me through high school and had programs and stuff.* (Current college student)

It is important to note that many of the alumni did not think of "academic support meetings" as a separate activity from the regular one-on-one meetings with KTC. However, alumni who needed direct academic intervention (due to being expelled or having a low GPA) found the academic support they needed from KTC staff.

> *There was a point in time that I was just acting terrible in high school and he brought everybody. I tell you, I saw fifth grade teachers. I'm looking like, "really?" Yeah, it was something serious. I definitely look back on it and I'm glad I had all these people standing behind me and supporting me and [who] really were there when I was acting up. I guess I wouldn't change anything. I'm glad he actually came to my high school because if he wasn't there I probably would have pushed myself away from KIPP which probably wouldn't have been a smart thing.* (Current college student)

Foster Community

In addition to building individual relationships with alumni and their family, KTC also endeavors to foster a sense of community among the alumni themselves. To do so, KTC staff host a variety of social events throughout the year to draw students together so that they can learn from, network with, and maintain a connection with each other. However, alumni participation in these events depends on several variables—such as scheduling, potential for incentives or free food, and whether or not the "right" crowd is there.

In 2012, current college students and rising freshmen indicated that they were more likely to attend events that were fun and that their friends were attending. However, attendance got difficult once they were in college. As a result, the older alumni were less likely to attend the social events (e.g., bowling parties) because very few of their graduating classmates attended. Other alumni did not attend KTC-sponsored

social events because they attended out-of-state colleges and were often not home. When they did come home, they spent their time visiting friends and family.

Alumni who cared to see their old KIPP classmates were drawn to these social activities; however, many alumni wanted to distance themselves from KIPP and other alumni so such group gatherings did not appeal to them. In addition, some alumni who did attend walked away disappointed by the low turnout or lack of alumni from their own graduating class in attendance. Therefore, they were reluctant to attend additional social events. In 2014 and 2016, less than 17 percent of the longitudinal survey sample of alumni reported attending a peer support-related event.

Facilitate College Selection and Application Process

In 2012, throughout each focus group discussion, alumni referred repeatedly to their high school transition counselor and the support, help, and guidance he or she provided during the college selection and application process. Planning for the future (i.e., high school graduation and college attendance) was a major part of alumni's discussions with counselors while in high school. Much of this facilitation took place during one-on-one counseling sessions. While other KTC activities, such as college tours, also facilitate this process, only a few alumni actually participated in the tours. Alumni recollected that the tours were to Historically Black Colleges and Universities (HBCUs), although KTC does not limit its visits in this way. HBCUs appealed to some alumni, but others preferred a more diverse selection of schools to visit, and still others did not attend the tours because they simply did not think to do so.

According to the 2014 and 2016 longitudinal survey data, less than a quarter of respondents indicated they had received facilitation support on specific college selection and application activities, such as assistance fee waivers, college application assistance, and college selection counseling in the 12 months prior to completing the survey (Figure 4-5). It is likely that these lower percentages are due simply to the fact that such facilitation is less of a necessity for alumni currently in college.

Figure 4-5.   Percent of survey respondents reporting receiving college selection and application process support in the last 12 months: 2014 and 2016 (N=71)
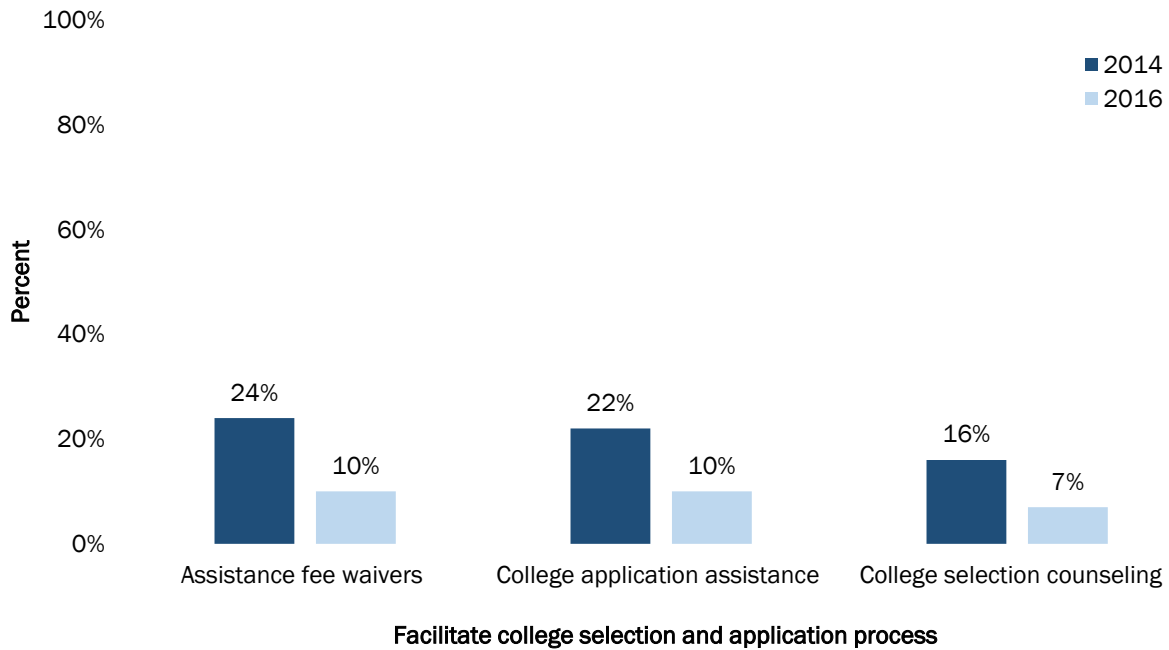
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Assist Career Exploration

Career exploration assistance was a service of particular value to the alumni completing the 2014 and 2016 college attender survey (Figure 4-6); however, few of the focus group participants attended a KTC-sponsored event geared toward company and organization networking. The younger alumni were generally not familiar with the concept of an "organization or company network event." However, a few recalled attending a KIPP-sponsored gathering of various professionals for alumni. Coincidentally, at the time of the focus groups, there was a networking event planned for the following day that a few current college students were considering attending.

Westat®

I think it was either right before I left for college or maybe one semester. I forgot when it was. I know KIPP brought a lot of people from my class together. They brought people who were doing different things. They had doctors there. They had lawyers, just people of different—Yeah, people of different professions that we could talk to and discuss what they did in college, basically how they got to where they are. We got numbers and answers to questions. (Current college student)

For me, there was a group of us and they asked us beforehand what we wanted to do as our careers in the future. Once we told them, they had this surprise thing where they had people who did our jobs come in and speak to us about what they did, how that was, and what they had to do. It helped a lot. For me I didn't know if I wanted to become an engineer or psychologist. It was basically what I wanted to do versus money. (Current college student)

Figure 4-6.   Percent of survey respondents receiving career exploration assistance support in the last 12 months: 2014 and 2016 (n=71)
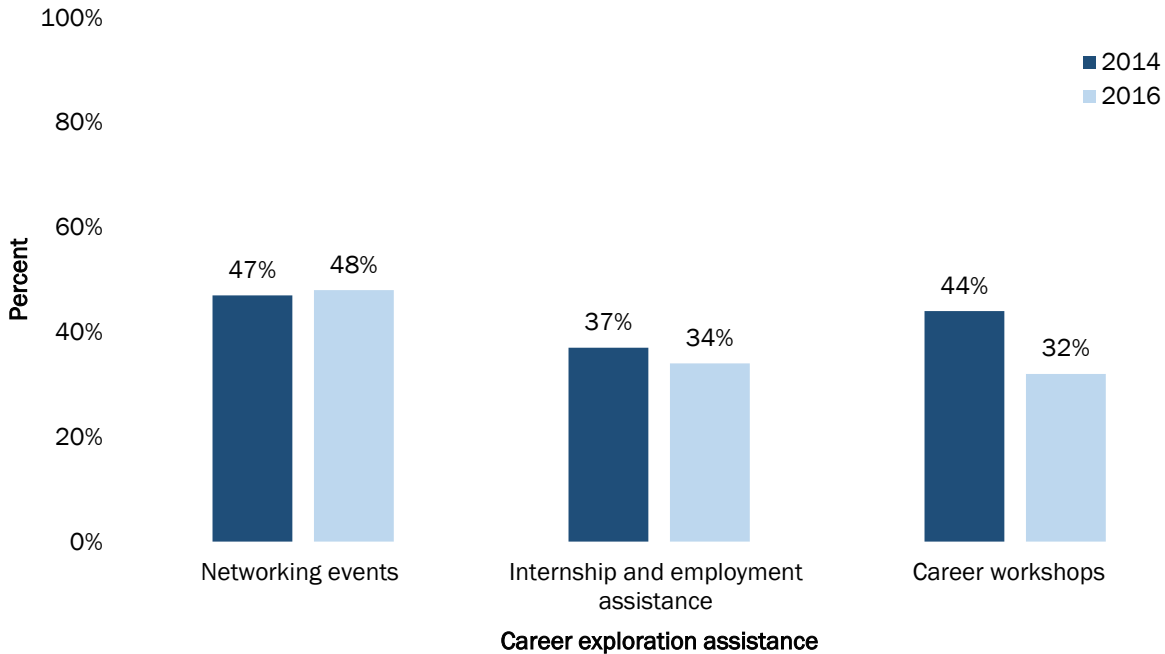
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Host Workshops

KTC offers its alumni a number of workshops throughout the year on topics such as SAT preparation and financial aid. Some 2012 focus group participants indicated that while KTC workshops were useful, they did not necessarily need the information (e.g., they took the ACT and not the SAT or their high school provided enough information already). However, those who attended a KTC-sponsored workshop appreciated a free opportunity to receive valuable information. The financial aid workshops were also

attended by interested parents who sought to become as informed about the process as their student. A few other alumni mentioned a KIPP summer program that they attended that provided several workshops pertaining to the college-going experience.[6]

> *The SAT workshops. Most people when they offer it they want to charge you and from KIPP it was free. They even provided the necessary materials for the SAT like huge study guides and the actual SAT book. That was really valuable.* (Current college student)

Factors Affecting Alumni Participation

Program staff and alumni identified three general areas that seem to affect alumni's participation: features of the KTC program itself; the schools that alumni attend; and alumni's preferences, background, and personal characteristics. In general and as illustrated by the following quote, KIPP alumni were well informed about KTC activities and services; however, participation largely varied based on alumni's personal interests and their assessment of the resources' worth.

> *With KIPP, it's never the thing of you not knowing that something is going on or they're doing something for you. It's never the case. They always let you know about everything. They'll call you. They'll text you, email you, call your parents, call a friend, make sure they get in contact with you, leave voice mails if you don't answer. They'll always let you know. It's just the thing if you want to go. So it's never that if they don't inform you about it. They always inform you. It's just the decision whether or not you want to go.* (Rising freshman)

The KTC Program

During the 2012 focus groups, current college students and rising freshmen provided several ways the implementation of the program affects their participation. They also identified areas of the program that they would improve, although they expressed a general understanding that the program is still developing and growing (Exhibit 4-1). These students are highly aware that the program is a work in progress, with periods of trial and error, and that program implementation and individual alumni experiences vary depending on the counselor to whom they are assigned.

---

[6] It was not clear if this was a KTC- or KIPP-sponsored summer program.

Westat

Exhibit 4-1.   Valuable characteristics and criticisms of the KTC program

Valuable characteristics of the program	Criticisms of the program
Almost all students mentioned...	**Almost all students mentioned...**
Strong personal relationships with the program staff	Changes of counselors
The general and targeted support provided	Lack of more realistic information about college life (e.g., roommate situations, diversity, time management)
Care packages	Low turnout for events
A few students mentioned...	**A few students mentioned...**
Potential to learn about new college and/or career opportunities	Inability to choose own counselor
Mentorship	Trial and error feeling of program
Visits to both high schools and colleges	Scheduling of social events
	Delayed development of KTC counselor/alumni relationship

SOURCE: KTC rising freshman and current college student focus groups.

Relationships were repeatedly identified as a significant facilitator of and challenge to implementation by alumni and staff alike. Both alumni and staff indicated that alumni who have established bonds with a staff member tend to be more involved in the program, while those lacking this relationship were less likely to return staff members' phone calls or attend activities. For example, one current college student said that as a result of her close relationship with a KTC counselor, she attends KTC events because she knows that it will make her counselor happy.

Overwhelmingly, alumni cited **KTC staff's persistence and devotion** as one of the most significant motivating and engaging factors of this program. Some alumni were careful to characterize KTC's interaction with them as "persistent" to represent the more positive intentions, while a few others felt no other way to describe it but as "nagging." Alumni stated that KTC staff go to great lengths to ensure that they make contact; however, this level of contact was sometimes seen as obligatory—some alumni felt that staff were only calling because it is their job—which, in one extreme case, had the effect of distancing the participant from the program. Usually, however, alumni who experienced a nagging or obligatory interaction with their KTC counselor felt annoyed, but they understood the purpose of it and were grateful for the information nonetheless.

> *I felt like I was in high school and was done with KIPP. Why are they still calling me? I understood it was all love. They wanted us to know they were still there for us. I love that. I'm in my third year of college. I graduated [from KIPP] so long ago. I don't think any other school would show us—Yeah, that's a long time ago. No other little school would ever show me that much love and send things to my house. I just feel like KIPP loves us in their own way.* (Current college student)

Westat®

[My KTC counselor] was always there for me. He just stayed on us and he would tell us what we should do. At first, I'm not going to lie, it was annoying. Then I was like, "OK, this is a good advantage. You should just take advantage of it." (Current college student)

Relatedly, program staff said that, when engaging alumni in the program, KTC staff should play a supportive rather than supervisory role (i.e., distinguishing their role from that of teachers and parents) and make that clear to alumni. From the perspective of alumni, they appreciated **being treated "like an adult"** and not "spoon-fed" or "babied."

The thing I like about [my advisor] is that she's like, really stern about things. She doesn't let me slide. She doesn't let me do the bare minimum to get by. I've only known her for about three or four months, and she's already changing me into this more proactive, professional person, and I haven't even known her that long. It's because she hasn't babied me through everything. (Current college student)

Similar to the challenges identified by program staff in the previous chapter, alumni shed light on the **difficult landscape** that staff must negotiate in building and maintaining these relationships. For instance, some students found communicating their problems difficult, especially to someone they were not close to. Many of the current college students expressed that **interactions with KTC needed to be more direct,** i.e., a call from their KTC advisors "with a purpose" and with information, not just as a check-in. Finally, although KTC staff mentioned that **staff turnover** has not been a problem, 2012 focus group alumni perceived staff members as transient, passing through on a yearly basis.

Participant 1: Every counselor that I've met has been really nice. I don't like the fact that they come and then they leave.

Participant 2: They don't stay. It's like a new counselor group almost every year.

Group: Every year.

Participant 1: Yeah, it's a positive and a negative.

Participant 2: You can get used to somebody and the next thing you know, [they're gone].

The Schools Alumni Attend

KTC staff and alumni also indicated that the **schools alumni attend**—the KIPP middle schools and the subsequent high schools—are another influential factor of KTC participation. For instance, alumni's experience with KIPP was said to influence their ongoing participation because having a positive KIPP experience can foster KTC involvement; however, some alumni may suffer from "KIPP fatigue" and

choose to distance themselves from the program. Additionally, some KTC staff noted that attending schools with a large number of KIPP alumni facilitates alumni's involvement in the program.

Alumni at schools with large numbers of other KIPP alumni indicated that a KTC counselor was "always in [their] school" and that they were more likely to stay in contact with KTC staff and other KIPP alumni as a result. Developing peer relationships among KIPP alumni was often mentioned as a beneficial strategy both for staff trying to encourage program participation and for alumni having people they can talk to about the challenges they are experiencing in and out of school. Additionally, alumni who attended boarding schools may not have had the opportunity to participate in all of the KTC scheduled activities due to their geographic location and lack of transportation.

Alumni's Preferences, Background, and Personal Characteristics

As noted above, alumni's participation in KTC often varies based on their perceived need for the services KTC offers and their preferences for certain types of activities. For their part, program staff identified characteristics of alumni and their families that may affect their participation in the program. Several staff members identified **academic achievement** as a factor in program participation; however, opinions differed as to *how* achievement affects participation. Some staff posited that alumni in the mid-range of academic achievement participate in and benefit from the program the most since high-achieving alumni are already succeeding, while low-achieving alumni may be grappling with other nonacademic issues. Other staff indicated that high-achieving students are the most involved with KTC because they take advantage of all the opportunities they can.

Other staff indicated that **alumni's personalities** affect involvement—some alumni are "joiners" or more "self-motivated" and tend to be more involved in extracurricular activities, including KTC. One staff member observed that gender plays a role, with boys needing more KTC support to thrive, especially in the earlier years.

Alumni's **family background** was also observed as affecting their engagement level. For example, some staff members indicated that alumni with less parental support tend to be less engaged. As a result, several staff members identified increasing parent engagement in the program as a target for program improvement. Another background characteristic identified by a staff member is a behavior termed "dysfunctional rescuing," in which parents do not impose personal accountability and consequences on their children, leading them to struggle more academically and limiting the benefits they reap from the program.

Other factors affecting alumni participation are the **type of assistance alumni need**, **access to other sources of support**, and their **proximity to their college degree attainment goal**. During the annual college attenders survey, alumni were asked to report the issues with which they needed help while in college. Figure 4-7 illustrates a variety of areas in which assistance was needed, with some areas being more or less relevant to a greater percentage of students over time.

Figure 4-7. Percent of attenders identifying issues they needed help with while in college: 2014 and 2016 (N=71)
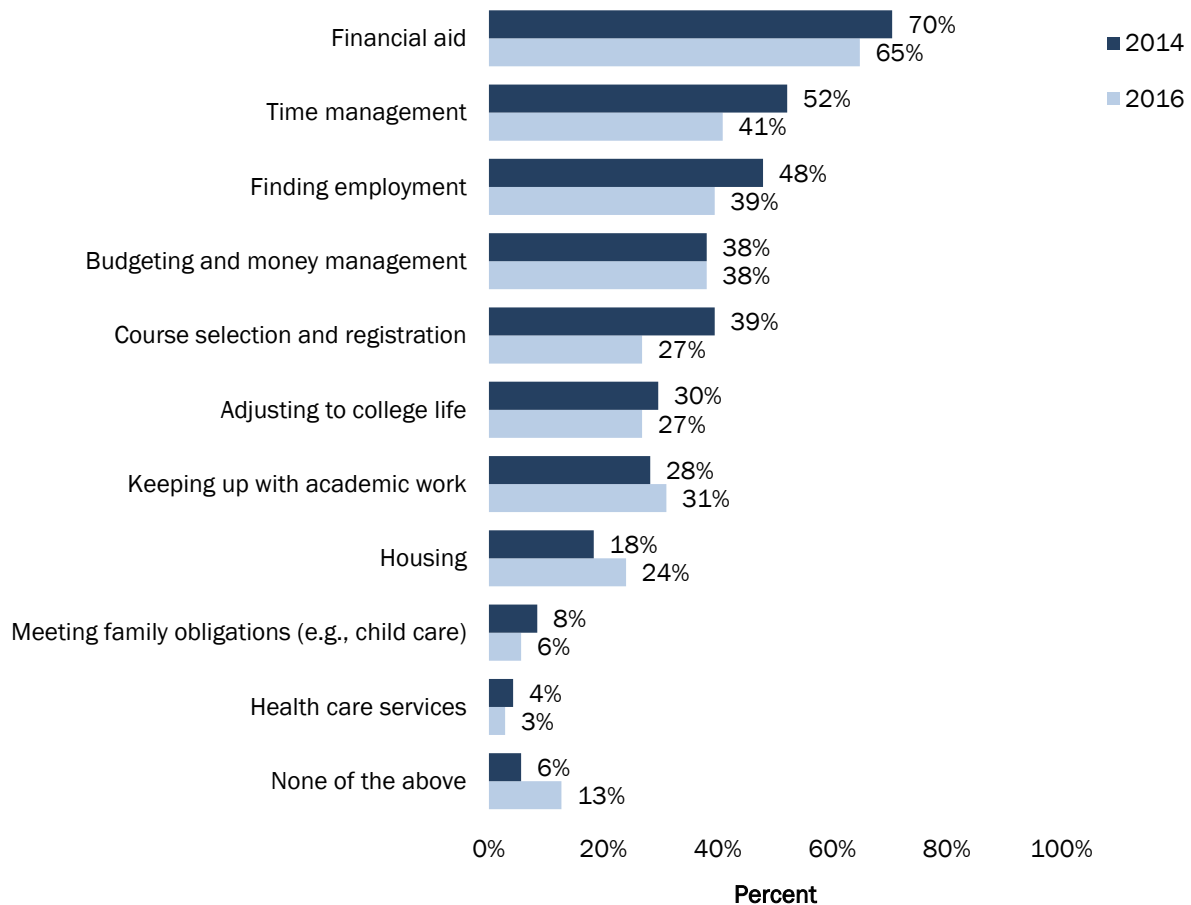
NOTE: Respondents could select multiple issues.
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Respondents were then asked how likely they were to ask certain individuals for help with these issues, if they needed it. Responses were on a 5-point Likert scale (not at all likely, a little likely, somewhat likely, likely, and very likely). Figure 4-8 shows the percentage of respondents indicating they were likely or very likely to ask each type of person for help, if they need it. The responses were relatively similar across years for most categories—with family members indicated as a go-to resource by the majority of

Westat®

alumni, followed by friends and then KTC staff members. Again, it is noteworthy that, over time, alumni were less likely to seek support from KTC staff members.

Figure 4-8.   Percent of attenders likely or very likely to ask an individual for help, by type of individual: 2014 and 2016 (N=71)
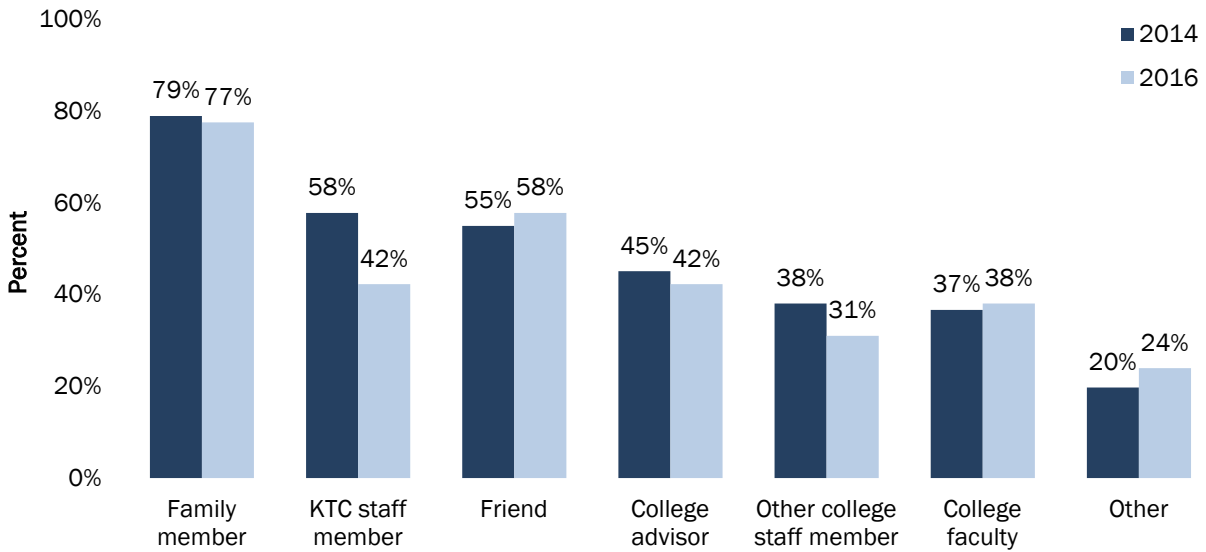
NOTE: On the 2014 survey, one respondent did not select an answer for family member, three did not select an answer for other college staff member, and seven did not select an answer for other. On the 2016 survey, one did not respond to college advisor and nine did not respond to other.

SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Recommendations and Promising Practices for Program Implementation 5

Specific recommendations and promising practices for program implementation identified by program staff and alumni varied widely, but they generally addressed one of several broad themes: increasing engagement and involvement in the program, building and strengthening relationships, and improving the structure and operation of the program. Staff and alumni's recommendations overlapped in a few key areas, including offering incentives, not giving up on students who are disengaged, and encouraging peer relationships among alumni. Findings from this chapter are drawn from focus groups and interviews with staff and alumni conducted in 2011 and 2012.

Alumni Engagement and Involvement

As detailed in previous chapters, alumni engagement in program activity depends on various factors (e.g., the type of activity, whether or not the activity relates to alumni's specific needs, and the scheduling of the activity). However, both alumni and program staff agreed that one way to improve student turnout to these activities is to provide incentives and rewards for their participation (e.g., fee waivers, book vouchers, and gift cards) (Table 5-1).

Table 5-1.   Alumni engagement recommendations and promising practices for KTC

Recommendation	Program staff	Rising freshmen (n=8)	Current college students (n=25)
Provide incentives and rewards for participation (fee waivers, book vouchers, gift cards, improved care packages)	X	X	X
Use multiple methods for contacting alumni and increase the use of social media..	X	X	
Personalize activities and events (i.e., gear activities toward specific groups of alumni)	X		X
Develop better marketing and promotion for program activities	X		X
Involve parents, seek their buy-in to the program	X		
Distinguish KTC from KIPP, highlight KTC's role as supportive (as opposed to evaluative)	X		

SOURCE: Staff interviews, rising freshman and current college student focus groups.

Additionally, both staff and alumni suggested that there are other, more efficient ways to use social media to inform KIPP alumni of KTC events and activities. Rising freshmen suggested that although

Westat®

announcements are emailed to students and placed on the KTC Facebook page, some students may use Twitter more often. Alumni are more inclined to attend social events if they know that their peers will be there. To ensure such a turnout, both program staff and current college students suggest planning class-specific social events, instead of inviting all students in the KIPP system. The incentive in this case would not be monetary, but rather the opportunity to catch up with old friends that they have not seen since middle school.

Program staff are aware of alumni's concerns and indicated that they work hard to offer a variety of activities for alumni in accessible locations, in ways that engage alumni. Program staff explained that activities targeted toward particular alumni are typically more successful than those geared toward a more general audience. For example, one program staff member noted that once alumni reach college, they express interest in having events just for them. Even among the alumni in college, program staff further tailor activities, for example, just to freshmen. Additionally, program staff indicated that incentives are a huge draw for alumni. However, even when activities are geared to a specific group of alumni and material incentives are offered, program staff operate within certain programmatic and budgetary constraints and have difficulty in getting alumni involved.

> *When they're not aware they can get a fee waiver or things like that, where they see, "Oh, there's a benefit for me"—most of the time that's where I kind of get them [involved]. Or worst case scenario is when no one is helping them. No one is answering their questions. I don't know if events, per se, bring them in, personally. The reason I say that is not because it's a bad effort, but it takes so much effort to get them to come to an event.* (KTC program staff)

Strengthening and Building Relationships and Community

Establishing, cultivating, and maintaining relationships with KIPP alumni is a cornerstone of the KTC implementation model, and many of the recommendations for the program revolved around relationship building (Table 5-2). All respondents stated that in order to better maintain alumni relationships and build a sense of community among alumni, the KTC program has to put in the effort with alumni and they would benefit from facilitating a connected alumni network. As one participant explained,

> *Keep doing what they're doing and be around. Stay accessible so we can reach out to them for anything that we need. Just keep doing what they're doing and be ready, to be accessible.* (Current college student)

Table 5-2.   Relationship-building recommendations and promising practices for KTC

Recommendation	Program staff	Rising freshmen (n=8)	Current college students (n=25)
Put in extra effort with alumni..	X	X	X
Develop peer relationships (e.g., alumni network, alumni as mentors)	X	X	X
Continue high school/college campus visits..............................		X	X
Host an annual alumni-advisor meet and greet		X	X
Find a balance between staying connected with alumni and being "relentless"		X	X
Keep caseloads small and manageable	X		
Revamp the social events that are planned (e.g., location, venue, scheduling)...			X

SOURCE: Staff interviews, rising freshman and current college student focus groups.

Alumni are not suggesting that the program should revamp the types of methods used to connect and develop rapport with students; rather, they suggest that staff continue to put forth the extra effort, even for the more difficult-to-reach alumni.

> *I know with me they started reaching out and I ended up coming here a lot more because they'd always call me. I know my two best friends, once KTC started realizing [that my friends] were never calling them back, [KTC] just stopped calling them.* (Rising freshman)

In putting forth that extra effort, alumni suggested that KTC staff should be persistent in reaching out and connecting to alumni but in a way that is a balance between staying connected and being "relentless" and "nagging." Alumni perceive a qualitative difference in the ways in which KTC staff try to connect with them. According to one current college student, "The nagging thing is you doing your job instead of you being sincerely interested."

Moreover, from their perspective, program staff do persist in reaching out to alumni, even in the face of resistance or disengagement. However, there is also the awareness that despite their persistence, there are limits to what they can do.

> *Biggest lesson I've learned so far is that, and I don't know if it's necessarily the biggest lesson, but it's a lesson that has been repeated over and over again, in my job, I can only do as much as the student wants me to do for them. While I might want to do so much more and solve any problem, and/or have the student solve every problem, if a student is not ready to solve a problem or if a student is not ready to really take on the challenge, I can't force it upon them.* (KTC program staff)

Facilitating peer relationships was another suggestion that both KTC staff and alumni provided. Many alumni found participating in the focus groups appealing not only because of a monetary incentive and free food, but also because it was an opportunity to see individuals that they had not seen since they

graduated from middle school. It was a reunion for many of the alumni, and they really appreciated it for that reason. As a result, in almost all of the focus groups, alumni thought that KTC could better facilitate an alumni community so that they can all keep in touch, by hosting an alumni network or assigning alumni mentors. Alumni also suggested hosting Alumni Round Table events where older students can come back and share their experiences with a group of younger students.

Alumni also requested more variety in the types of social events that are planned for them, although it should be noted that they also stated that they are not likely to attend many of these events for a variety of reasons. All alumni would like to have seen a better representation of their graduating class in attendance, and older alumni would like something that is more "socially appealing" to the age 18 and older crowd. Although alumni admitted to having fun at the ESPN Zone event, they are looking for other "well-known" venues where these social events could take place but they did not offer suggestions. The importance of having a well-known venue was illustrated by one rising freshman who stated that he did not have reliable access to the Internet (especially via cell phone); therefore, if he has not heard of the venue and does not know where it is, he will not attend.

To maintain relationships, KIPP alumni would like for the KTC staff to visit all students during both high school and college. Ideally, alumni would like to be visited once every semester. If semester visits to every student are not feasible, then alumni recommend continuing to send the care packages. Alumni look forward to them, although a few alumni suggested that they be improved but did not provide suggestions on how.

> *I really don't expect them to visit people going to school in Connecticut to North Carolina to Pennsylvania. Those are serious trips they have to make. Then I feel like if they started making trips to certain people's schools then naturally they have to make visits to everybody's school.* (Current college student)

Program Structure and Operation

Discussing the program more generally, some staff stated that they are struggling to think more purposefully about the program and how well the range of activities they offer serves the program's mission to assist alumni to and through college.

> *I think we need to be more deliberate around our program [and ask ourselves], "Does this serve our primary interest? Is this something that is relevant to college access or college completion? It would be nice to do, but do we need to be spending time and resources on it?" I think if we could be more deliberate about the program, it would make everything tighter.* (KTC program staff)

On the other hand, some staff comments reflect a tension between the stated goal of the program and staff's commitment to each and every alumnus.

> *...making sure that we're able to provide a solution to every single type of student and not just the student that says I'm heading to college.* (KTC program staff)

Although the program's mission is to support KIPP alumni to and through college, and most of their alumni attend college, not all alumni do and the program supports all alumni, regardless of their college aspirations. The career path advisor works with alumni who have not graduated high school or who do not intend to go to college and may need assistance obtaining career-readiness skills, achieving their career goals, and becoming self-sufficient. Several alumni appreciated that KTC staff are open to their different education and career paths (e.g., college, military) rather than imposing one model on everyone. However, some program staff are wrestling with how much the program should invest—in terms of staff time and program resources—to alumni who are not college bound.

Both KTC staff and KIPP alumni suggested that the program should take more advantage of KIPP DC staff (Table 5-3). Alumni suggested that KTC solicit the involvement of influential KIPP teachers and administrators to drive home the importance of KTC participation. A few alumni specifically referenced one particular KIPP principal for this role because, as one participant described, "everyone that I know that graduated with me was scared of her." This fear of the KIPP principal seemed to derive from a high level of respect for her, not any negative sentiments.

Table 5-3.   Program structure and operation recommendations and promising practices for KTC

Recommendation	Program staff	Rising freshmen (n=8)	Current college students (n=25)
Communicate and collaborate with KIPP DC staff......................	X	X	X
Assign alumni permanent advisors as opposed to switching between high school and college...		X	X
Provide more realistic information about school life, with a greater focus on cultural transitions..		X	X
Meet the needs of all alumni, regardless of whether they are college-bound...	X		
Develop clear, consistent systems (e.g., program plans, strategic plan)	X		
Continue to promote staff collaboration	X		
Provide opportunities for staff's career growth (e.g., leadership roles, professional development aligned with staff needs).....	X		
Convene a KIPP professional development day for KIPP and KTC staff to learn more about each other's work	X		
Solicit alumni's feedback (e.g., through focus groups), involve them in planning activities		X	
Provide more variety in the college tour options..........................		X	

SOURCE: Staff interviews, rising freshman and current college student focus groups.

Westat®

Assigning Counselors

Most alumni understood that KTC assigns counselors to alumni based on where they are in the college pipeline. However, despite the practicality of the arrangement, students would prefer to build and maintain a relationship with only one counselor and not have to reestablish rapport with each new assignment.

> It makes it hard if you're trying to reach out to one person that's like, "Oh I don't look at your stuff anymore so you'll have to contact such and such." They don't have an order so that's something you have to deal with. (Current college student)

An additional student perspective suggests that the one-counselor approach would be more beneficial, especially for the harder-to-reach students. It was thought that in a time of need, it would be easier for such students to get in touch with the one person who has been trying to connect with them from the start than having to select from a list of people who have attempted to make contact over time.

> It's easier if you have one person to talk to. I don't think it really matters, but for those people who aren't as in touch with KTC they may need someone. Like if I need to be with someone you call that one person. And you call that one person and they're like "Who is this again?" (Current college student)

Many of the alumni did not know the titles or the names of the KTC staff members. Some did not know that they would receive a new counselor as they transitioned from high school to college. This information gap might be remedied by hosting an "Alumni-Advisor Meet and Greet" once a year. Alumni suggested that the best time for such an event would be during the winter, when most students have about 6 weeks of free time.

> It's so hard to keep up with the new people. I would look at the care packages and open them up and there's always all these different things in there. Then, if there's a new person, they'll slide their card in, "Hi, this is such and such," but I don't necessarily know who they are. I'm just like such and such, OK. Finally I know who this person is. Maybe if they had a get-to-know-the-new-counselors night or something. I don't know. That would make more sense than just like, "This is your counselor." (Current college student)

From the perspective of program staff, the current system allows them to specialize on a particular area of students' academic career and development. Program staff who have expertise in college access and administration, for example, can bring their prior experience and knowledge to bear and deepen that knowledge through their work with KTC. Program staff also develop relationships with personnel at middle schools, high schools, and colleges in order to facilitate their support services, and staying with alumni for the duration of their involvement with the program would disrupt those relationships.

Facilitating Transitions

Both the rising freshmen and current college students expressed an interest in more realistic information about school life, particularly with regard to cultural differences they may experience at college and developing a "college frame of mind" prior to attending college. In addition, rising freshmen thought it would be helpful if conversations with KTC staff during high school would include information about study skills. In retrospect, these students thought of their high school freshman year grades as a missed opportunity to cushion their cumulative grade point averages due to lack of effective study skills. The following focus group exchange illustrates rising freshmen reflecting on this missed opportunity.

> *Participant 1: Yeah. I had the same problem with study skills. I don't know. I don't want to be like, "Ah, it was KIPP [middle school] but...."*
>
> *Participant 2: I think it was.*
>
> *Participant 1: Yeah, most of the stuff was handed to us so we really didn't have to have study skills.*
>
> *Participant 2: Yeah.*
>
> *Participant 1: To this day I'm still stuck on like the whole studying part. Like I'm working, I'm better than freshman year [of high school]. But, that first report card showed I had no study skills. I was just OK. OK I think I know [the information] so I'll just go, and take [the test].*

In addition to helping students understand the rigors of college-level academic work, alumni recommended that KTC counselors focus some of their time on helping students adjust to cultural diversity both in college and, for some, in their high school boarding schools.

> *I think if they were to focus more on what is going to happen in high school and college when it comes to living with different races. Like the problems that occur, because I didn't know.* (Current college student)
>
> *That's the same thing with me. That's part of the reason why I left [my private high school]. I wasn't ghetto or anything like that, but on the same note, it stressed me out. Because these girls I'm going to school with have money. Like, money. I'm just not used to it. My mom takes care of me, yes. But it's not like we have money to just be throwing around. But it was like "Whoa, where did you get this from?" It's just a culture difference. I appreciate things more, they don't appreciate it that much. Or the hygiene, or strands of hair in the sink.* (Current college student)

Westat®

Planning Program Activities

Alumni also suggested several recommendations for future planning of program activities, such as college tours and workshops. In general, some of the older alumni felt as if the events marketed to them lacked focus or purpose. Similarly, alumni with nontraditional career goals (e.g., fashion, film, art) felt their career interests were not represented in the workshops and networking events offered, as illustrated in the following focus group dialogue.

> *Participant 1: Then they try to do a whole little workshop thing on resumes or something, the networking thing. I don't know, because my industry, it's hard to get people to come out for what I do so I wasn't really—I'm a film major, so it's like unless you know some people....*
>
> *Participant 2: Yeah, that's how I feel like. When they say, "We're having a job...." I'm a fashion merchandising major. Unless you're going to have buyers here, then there's nothing really I can tap into.*

So that all alumni needs and preferences are taken into account, alumni suggested that KTC conduct a regular survey to inform program activity planning. In addition, some alumni also suggested that KTC offer more of a variety of colleges and universities to tour. Their recollection was that KTC tours focused on HBCUs, and a few alumni expressed that they would have attended a few tours if they were provided more of a selection. Getting alumni's perspective was also mentioned by one program staff member, who felt strongly about soliciting alumni's input for planning purposes.

> *I think sometimes we get caught up in our ideas about what we think the students want and need versus really hearing from them.... I think sometimes we need to step back and let students plan certain events, things that are special and dear to them, give them that role. I think that's part of relationship building and a part of keeping them involved.* (Program staff)

Finally, rising freshmen are concerned about managing their finances on their own while in college. These students would like the opportunity to attend workshops on financial aid and personal finance management through their college careers.

> *Because I know once we get to college, I think we do our FASFA on our own once we go to college, like our parents don't do it, is that right? That we do our FASFA on our own, our parents don't do it? That's what I heard, maybe I heard wrong. But I want them to keep helping us with the financial aid because I don't know nothing about it, they seem like they know what they're talking about.* (Rising freshman)
>
> *...help us save money. Actually understand what we're getting ourselves into because, what she said, I don't know anything.* (Rising freshman)

Program Influences and Outcomes 6

This chapter is devoted solely to a discussion of program influences and indicators of program outcomes. Specifically, it includes a discussion of alumni and staff perceptions gathered from the 2012 focus groups and interviews, as well as the results from a longitudinal survey of program participants in 2014 and 2016. Additionally, this chapter presents results from two iterations of internal data analysis and a snapshot comparison of outcomes for KTC participants and non-KTC counterparts in DC. While an update of the comparison data was originally planned as part of this study, the necessary data were not available at the time of this writing.

Perceptions of the Program's Influence

This section addresses the perceived benefits of KTC participation from the perspective of both students receiving the services and program staff involved in delivery. As such, this section explores participant perceptions overall and how those perceptions may have changed over time.

While alumni were able to articulate during focus group discussions what they like about KTC and why they participate in the program, it was more difficult for them to articulate whether the program meets their needs. One student suggested that students *might not know* what they need, while other students said that they were more willing to engage in KTC activities when a specific need arose (e.g., help finding an internship or scholarship), but that they were otherwise navigating the journey to and through college on their own and with the support of their family.

To gauge the effectiveness of the KTC program, alumni were asked to rate the program (using a scale of 1 to 5) in terms of how influential it had been in getting them into college and helping them stay in college. In general, the majority of focus group participants considered the KTC program to be fairly influential (Table 6-1). Alumni who did not see the program as influential often felt that they would succeed due to their own determination, regardless of whether the program existed or not. This may reflect selection bias with respect to the alumni who participated in the focus groups, with self-motivated alumni assumed to be more likely to participate.

Table 6-1. Influence of the support provided

Type of support	Most influential (%)	Neutral (%)	Least influential (%)
Support getting into college (all participants, n=33)	64	21	15
Support staying in college (current college students only, n=25)...........	64	16	20

SOURCE: Rising freshman and current college student focus groups.

With respect to getting into college, most of the rising freshmen and current college students who participated in the focus groups (64 percent) rated KTC's efforts highly. Alumni who did not consider the program an influential factor in their efforts to get into college cited either their self-determination to do so or support from family members or friends as being more significant. With respect to staying in college, the majority of the current college students' ratings (64 percent) were positive. Alumni who rated KTC's influence less than positively did so because their communication and interaction with KTC staff decreased while they were away at school, they felt they did not need the support, or they had friends and family to motivate them. In some cases, alumni ratings were consistent for both types of support, while in others they differed greatly. That is, one alumnus might have rated KTC highly in getting into college but gave a low rating for KTC support while in college. It is unclear why some alumni experiences differed between high school and college, while others were more consistent.

Program staff were also asked about KTC's success with alumni, and they gave examples of the way in which the added support they provide has made a difference in alumni's lives. Program staff often highlighted the extra and personalized support the program provides to make sure KIPP alumni stay on track to achieve a high school and college diploma and the fact that they assist students who might otherwise be overlooked or abandoned.

Outcome Indicators

Among KIPP DC's KTC Students

The analyses in this section were based on internal data received from the KTC program in February 2015. This section also includes updates, where applicable, based on data received from KTC in June 2016,[7] as well as longitudinal findings from the surveys of college attenders. The initial analysis focused on 805 KTC participants, identified by program staff, who were not enrolled in a KIPP DC school or at

---

[7] There were some changes in data structure and the included population between the two data deliveries, and, as such, comparisons across years should be made with caution.

KIPP DC College Preparatory high school at the time of the February 2015 data delivery.[8] Analyses focused on six key program outcome indicators identified in the KTC program's logic model:

- On track to graduate high school

- High school graduation

- College enrollment

- College persistence

- College achievement

- Differential benefits for KIPP DC's KTC students

Keep in mind that although 805 participants were included in the KTC dataset, the denominator for each analysis for an indictor varied slightly because the indictors were relevant to all 805 participants. Additionally, the sample of high school graduates was limited to those alumni who had a graduation date listed in KTC records. Likewise, college enrollees were identified as those with one or more colleges or universities listed in the available records.[9]

The measure of whether or not a student was on track to graduate was limited to the 364 participants without a high school graduation date listed in the file. Within this group, there were two criteria for being "on track": (1) an expected graduation date in the future (i.e., later than the February 2015 data delivery) and (2) enrollment information suggesting progression of at least one grade level per school year. Students had to meet both criteria to be considered on track.[10]

Finally, students were disaggregated by the following demographic characteristics: student gender (male, female) and free and reduced-price lunch (FRPL) status (Table 6-2). Other characteristics were considered for analysis (i.e., race, ethnicity, special education status, and English language learner status) but were omitted because of minimal variation among the alumni in the dataset. [11.] Table 6-2 presents data relating to the outcomes "on track to graduate high school," "high school graduation," and "college

---

[8] KIPP DC alumni who enrolled at the KIPP DC College Preparatory high school are omitted from analyses because they primarily received college assistance through the high school.

[9] High school graduation and college attendance rates are based on the 441 students whose birthdays indicate that they were 18 years or older on July 1, 2014. This adjustment was made in order to avoid the downward bias of statistics that would occur if the analyses included students for whom a metric is not applicable (e.g., categorizing a 16-year-old student as not having graduated from high school).

[10] For example, a student with an expected graduation date that fell before data delivery (e.g., June 2014) but who had not graduated was not on track. If a student had an expected graduation date in the future, but was enrolled in 9th grade twice, he or she was also considered not on track. Ambiguous situations –for example, enrollment in an unknown school, with no evidence suggesting that a student was not on track to graduate—were categorized, in the student's favor, as being on track.

[11] For example, all students of interest were either categorized as "not Hispanic" or no ethnic data were available.

enrollment," disaggregated by gender and FRPL status. As shown, more than half of the 805 alumni identified as female (58 percent), compared to 42 percent who were male. The majority of students were categorized as FRPL students (62 percent), while the remaining 38 percent were non-FRPL.

Table 6-2.   KIPP DC KTC student outcomes as of February 2015

Characteristic	Total		On track to graduate high school (n=364)		High school graduation (n=441)		College enrollment (n=441)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All students.............................	805	100	294	81	384	87	305	69
Gender								
Female.....................................	466	58	172	87	231	91	186	73
Male...	339	42	122	73	153	82	119	64
Free and reduced-price lunch								
Yes	496	62	153	72	238	82	178	61
No..	309	38	141	93	146	97	127	85

NA = not applicable.
SOURCE: KIPP DC's KTC records of students, provided February 2015.

- **On Track to Graduate High School:** Of the 364 non-high school graduate alumni, most (81 percent) were deemed "on track to graduate" at the time. This rate was higher for female students than male students (87 percent compared to 73 percent) and for non-FRPL students compared to FRPL students (93 percent compared to 72 percent). These findings should be interpreted with consideration for how this metric was calculated.

- **High School Graduation:** For the 441 KIPP DC KTC students who were 18 years or older, most (87 percent) were listed as having graduated from high school. Data were suggestive of differences by gender, with a higher graduation rate for female students than male students (91 percent compared to 82 percent). Additionally, rates were higher for students not eligible for FRPL than for FRPL students (97 percent compared to 82 percent). Considering this same group of students, 69 percent were recorded as having enrolled in college. As was true for the on-track and high school graduation indicators, college enrollment was higher among female students than male students (73 percent compared to 64 percent) and for non-FRPL students than FRPL students (85 percent compared to 61 percent).

- **KIPP Statistics:** The KIPP: 2013 Report Card[12] by the KIPP Foundation presents national statistics for the achievements of KIPP students and low-income students. The report cites a high school graduation rate of 72 percent among low-income students nationally. As shown in Table 5-3 of the Report Card, 87 percent of KIPP DC's KTC students were recorded as having graduated from high school.

- **College Enrollment:** The KIPP: 2013 Report Card also states that 45 percent of low-income students began college. Additionally, the National Clearinghouse High School Benchmarks[13]

---

[12] Report available at http://www.kipp.org/view-report-card.

[13] Report available at http://nscresearchcenter.org/wp-content/uploads/HighSchoolBenchmarks2014.pdf.

reports on college enrollment rates for students who graduated from high school in 2010 through 2013. Analysis is limited to public non-charter schools, and schools were characterized as low income or high income, low minority or high minority, and urban, suburban, or rural, for a total of 12 combinations. The group most comparable to the KIPP DC KTC population are in low-income, high-minority, urban schools; for students in these schools who graduated in 2013, 51 percent enrolled in college in the first fall semester following their high school graduation. About 44 percent of these students enrolled in 2-year institutions, while the remainder attended 4-year institutions. As shown in Table 6-2, 69 percent of KIPP DC KTC students were recorded as having enrolled in college.

In June 2016, Westat received updated data from KTC staff on 699 students in the 2011-2015 cohorts. As all participants included in the dataset were expected to graduate before Westat received the data, the "on track to graduate indicator" was not calculated. Table 6-3 outlines the graduation and college enrollment rates for these 699 participants as of June 2016.

Table 6-3.   KIPP DC KTC outcomes, 2011–2015 cohorts

Characteristic	Total	High school graduation (n=699)		College enrollment (n=699)	
		Number	Percent	Number	Percent
2011–2015 cohorts	699	639	91	508	73
Gender					
Female	395	373	94	308	78
Male	304	266	88	200	66
Free and reduced-price lunch					
Yes..	397	353	89	260	65
No..	294	280	95	242	82

NOTE: FRL data was not available for 8 students. Columns for this variable do not total to 100 percent.
SOURCE: KIPP DC's KTC records of 2011-2015 cohorts, provided June 2016.

Of the 699 students included in the June 2016 file, nearly all (91 percent) had graduated high school at the time of data delivery. Seventy-three percent had enrolled in at least one post-secondary institution. As with the earlier data, both the graduation and college enrollment rates were higher for female students than male students. Similarly, the graduation and college enrollment rates were higher for non FRPL-eligible students in these cohorts than for students who were FRPL eligible.

The annual college attenders survey also requested self-report information on two outcome indicators—class level and GPA. On both the 2014 and 2016 surveys, respondents were asked to indicate their class level at the start of each academic year (2014–15 and 2015–16, respectively). In 2014, most alumni from the longitudinal sample (75 percent) indicated that they were sophomores. In the following academic year, only about half of alumni (52 percent) reported that they were juniors. This finding suggests that many but not all alumni advanced a full class level during the interim period (Figure 6-1).

WESTAT®

Figure 6-1. Percent of attenders reporting their class level at start of academic year: 2014 and 2016 (N=71)
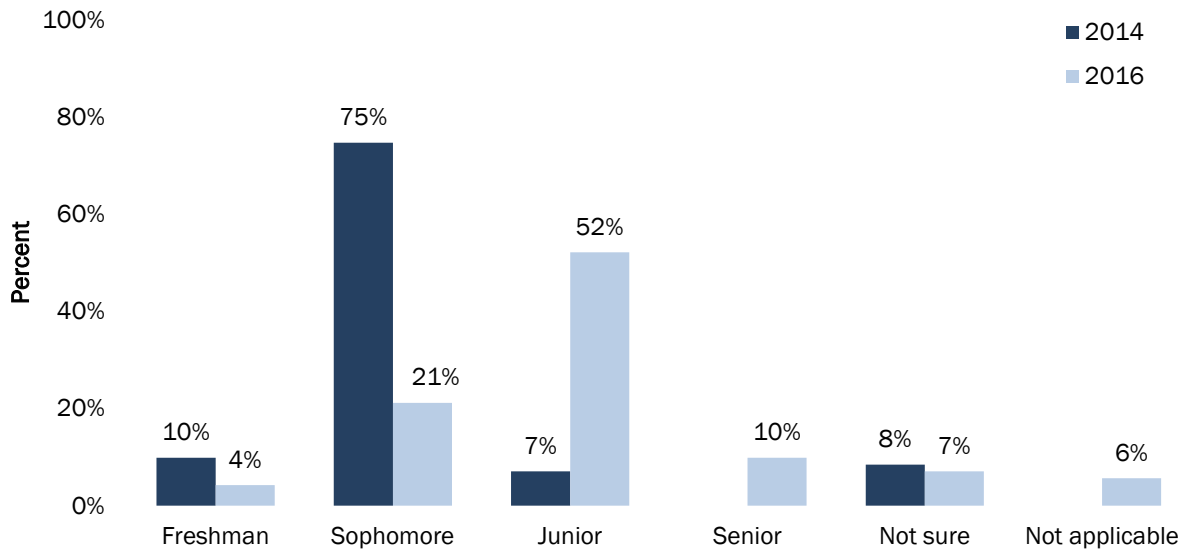
NOTE: Not applicable was added as an option on the 2016 survey. Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

With regard to academic performance while in college, the distribution of alumni GPAs remained relatively steady between the two academic years asked about on each survey. The majority of the longitudinal survey respondents had GPAs between 2.5 and 3.4 (Figure 6-2).

Figure 6-2. Percent of attenders reporting their GPA: 2014 and 2016 (N=71)
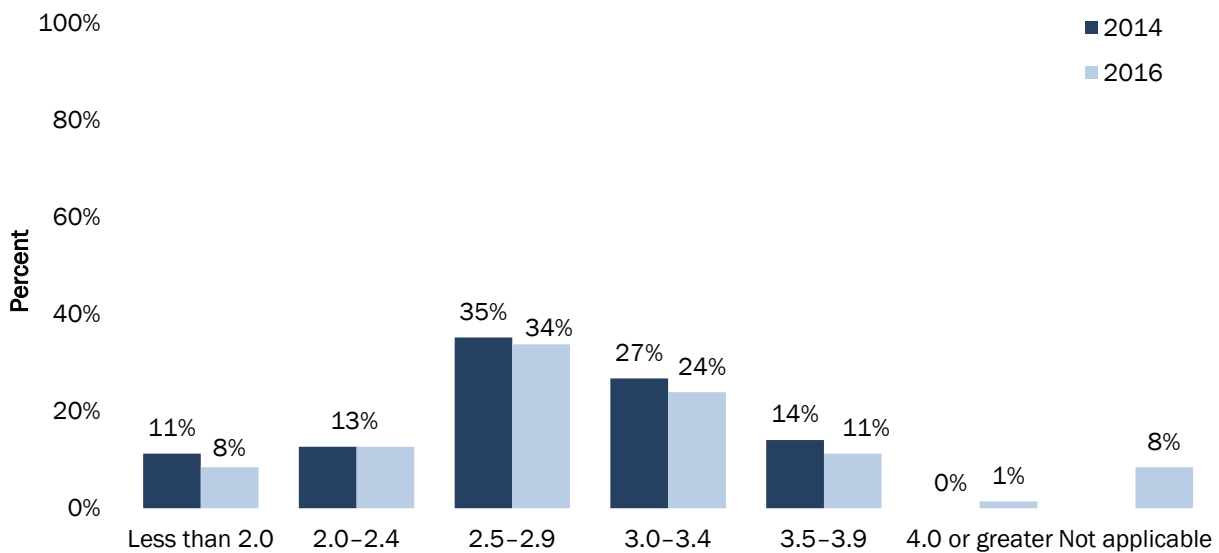
NOTE: Not applicable was added as an option on the 2016 survey. Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016

As an indicator of college persistence, the annual survey collects information regarding the number of students who take time off from college and the reasons why. In 2014, 16 of the 71 longitudinal survey respondents (23 percent) indicated that they had taken a quarter or semester off from college. By spring of 2016, the number of attenders taking time off rose to 22 (31 percent of repeat respondents). Figure 6-3 outlines the reason or reasons respondents took time off from college. The number of students identifying all but one reason increased between 2014 and 2016. Financial reasons and other personal issues were the most commonly identified reason for taking time off from school at both survey administrations.

Figure 6-3.   Number of attenders reporting reasons for taking time off from college: 2014 and 2016
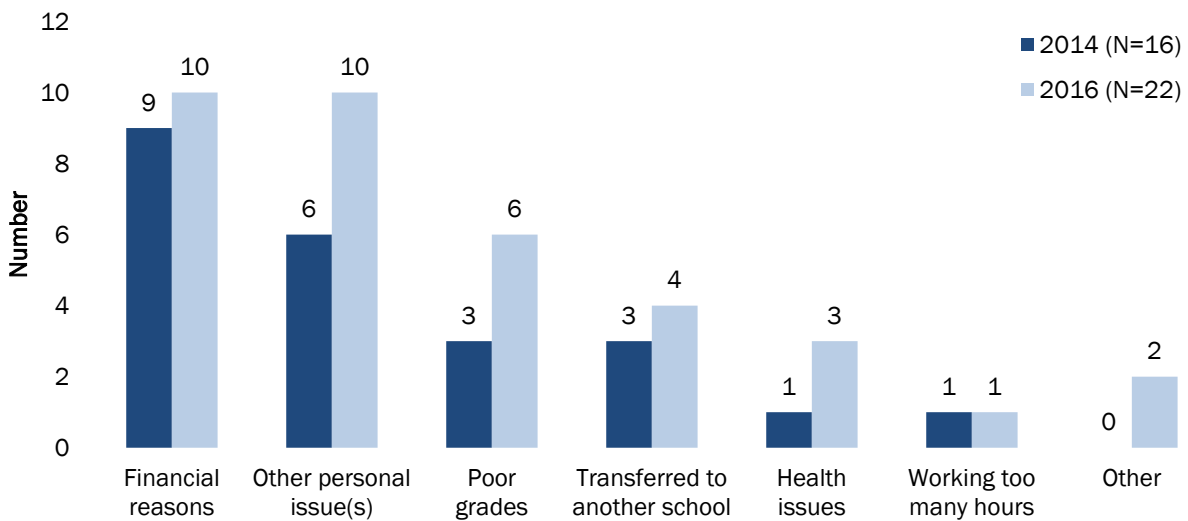
NOTE: Respondents could select multiple reasons.

SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Comparison of KIPP DC KTC Students and Non-KTC Students

The analyses reported in this section used secondary data from the Office of the State Superintendent of Education (OSSE) to compare KIPP DC's KTC participants and their District of Columbia public school counterparts for the cohorts of students projected to graduate from high school in 2011, 2012, and 2013.[14] Initially a follow-up analysis was planned to include 2 additional years of information about students in

[14]In order to identify KIPP DC's KTC students in OSSE data files, Westat provided OSSE with a list of participant names, birthdays, and addresses as prepared by KIPP DC's KTC staff in October 2014. OSSE provided its corresponding internal ID numbers, allowing Westat to identify 122 KIPP DC KTC students in OSSE records.

these cohorts; however, data access constraints rendered such follow-up prohibitive.[15] As such, the analyses in this chapter should be considered an intermediate snapshot of the comparison between KTC and non-KTC students in DC.

Analyses in this section address questions around the following four outcome indicators:

- High school graduation

- College attendance

- Consistent high school placement

- Differential benefits for KIPP DC's KTC students

Statistics in this section were derived exclusively from analyses of OSSE data, in order to make comparisons between the KTC and non-KTC students. Findings presented in this section may differ from those in the previous section, which relied on KTC-provided data. There are a few possible reasons for variation in findings between the two datasets, including differences in missing data, differences in how demographic data were collected, and differences in how variables were defined.[16] This analysis also provides a snapshot of three cohorts of participants, while the preceding section considered the broader population at the time.

Statistics for students identified as part of the KTC population and for non-KTC students in DC are shown overall, by student gender and by FRPL status.[17] Student race, ethnicity, special education status, and English language learner status were again eliminated due to insufficient variability among KTC alumni. While the outcome of "on track to graduate" was shown in the previous section using KIPP DC's KTC data only, it was omitted in this section due to the high graduation rate among the three cohorts in this analysis.[18]

---

[15] Westat submitted an updated request for data on August 15, 2016. After several follow-ups, OSSE staff alerted Westat on April 3, 2017, that it did not have the capacity to fulfill the request and would not for the foreseeable future.

[16] For example, OSSE student cohorts are based on their adjusted cohort graduation rate, which trades comparability for a categorization that better reflects the situations of students, such as students who graduated in 5 years rather than 4 years. More information about adjusted cohort graduation rates is available at http://osse.dc.gov/publication/2012-2013-adjusted-cohort-graduation-rate.

[17] Note that FRPL status was calculated differently for OSSE data than for KIPP DC's KTC data, so direct comparisons between the two sets of analyses are further limited. For OSSE data, students coded as "Free price lunch," "Reduced priced lunch," and "Direct certification" were categorized as eligible for or receiving benefits. Students were labeled "Direct certification" if the family was SNAP/TANF eligible, the student was homeless during a school year, or the student was eligible for Child and Family Services Agency services. Otherwise, students coded as "Community eligibility option/Provision," "Full price lunch," or NA were categorized as having some other FRPL status.

[18] Only 23 KIPP DC KTC students in the cohorts analyzed do not have a high school graduation date recorded in OSSE files.

Westat®

Consistent High School Placement. Table 6-4 shows high school consistency, specifically whether a student was enrolled in the same school in each school year for which he/she was included in OSSE records. KTC students had lower rates of high school consistency than non-KTC students in DC (55 percent compared to 65 percent). Differences occurred for both student gender and FRPL status, with higher rates of consistency among non-KTC students. Female and male KTC students had consistent placement rates of 59 percent and 49 percent, respectively, less than the rate of 65 percent each for female and male non-KTC students. KTC students who were FRPL eligible had a consistency rate of 47 percent, less than the 61 percent consistency rate for non-KTC FRPL students. The difference for this characteristic was not significant for students with some other FRPL status.

Table 6-4.   Consistent high school placement among KTC and non-KTC students

Characteristic	KTC students (n=122)		Non-KTC students (n=14,413)	
	Number	Percent	Number	Percent
All students	67	55	9,365	65
Gender				
Female*	47	59	4,812	65
Male*	20	49	4,475	65
Free and reduced-price lunch (FRPL)				
FRPL or SNAP/TANF eligible*	25	47	4,272	61
Other FRPL status..	42	61	5,093	68

*Statistically significant differences between KIPP DC's KTC students and non-KTC students at the p<.05 level.
NOTE: Numbers may not add to total number of students where gender or FRPL status was unavailable.
SOURCE: OSSE records, provided October 2014.

High School Graduation. Table 6-5 shows the high school graduation rates for these cohorts, comparing KTC students and non-KTC students in the OSSE database. The graduation rate for KTC students was 81 percent, statistically significantly higher than the rate for non-KTC students (64 percent). These rates were also significantly different by gender. The graduation rate for female KTC students was 80 percent, compared to 71 percent of female DC students not in the KTC program. For male students in KTC that graduation rate was 85 percent, compared to only 58 percent of non-KTC male students, though this finding should be interpreted cautiously due to the relatively small number of male KTC students in the analysis. Comparing students by FRPL status, KTC students again showed statistically different graduation rates. KTC students who were eligible for FRPL had a higher rate of graduation than non-KTC students in DC with the same eligibility (87 percent compared to 67 percent), as did students with some other FRPL status (77 percent compared to 61 percent).

WESTAT®

Table 6-5.   High school graduation among KTC and non-KTC students

Characteristic	KTC students (n=122)		Non-KTC students (n=14,413)	
	Number	Percent	Number	Percent
All students	99	81	9,207	64
Gender				
Female*	63	80	5,172	71
Male*	35	85	4,004	58
Free and reduced-price lunch (FRPL)				
FRPL or SNAP/TANF eligible*	46	87	4,670	67
Other FRPL status*	53	77	4,537	61

*Statistically significant differences between KIPP DC KTC students and non-KTC students at the p<.05 level.
NOTE: Numbers may not add to total number of students where gender or FRPL status was unavailable.
SOURCE: OSSE records, provided October 2014.

College Enrollment. Table 6-6 shows college enrollment by KTC status. The groups were similar, with 34 percent of KTC students listed as having enrolled in college compared to 29 percent of non-KTC students in DC. College enrollment rates also were similar across these groups by student gender. KTC students eligible for FRPL had a statistically higher enrollment rate than eligible non-KTC students (36 percent compared to 24 percent), though this difference should again be interpreted with caution due to the small number of FRPL-eligible KTC students included in the analysis.

Table 6-6.   College enrollment among KTC and non-KTC students

Characteristic	KTC students (n=122)		Non-KTC students (n=14,413)	
	Number	Percent	Number	Percent
All students	42	34	4,111	29
Gender				
Female	28	35	2,467	33
Male	12	29	1,615	23
Free and reduced-price lunch (FRPL)				
FRPL or SNAP/TANF eligible*	19	36	1,660	24
Other FRPL status..	23	33	2,451	33

*Statistically significant differences between KIPP DC's KTC students and non-KTC students at the p<.05 level.
NOTE: Numbers may not add to total number of students where gender or FRPL status was unavailable.
SOURCE: OSSE records, provided October 2014. Data derived from National Student Clearinghouse draw in April 2013.

Conclusions 7

Implementation Study

Interview, focus group, and survey data suggest that the KTC design based on the program logic model is being implemented fully with regard to providing KIPP alumni with a variety of resources and activities to promote persistence, achievement, and graduation in high school and college. Given that each KTC program has considerable freedom within which to operate, there is no formalized program plan for implementation, and program staff tailor their approach to the alumni on their caseload, fidelity is not a particularly salient feature of measuring implementation. The introduction of the tier system will provide more structure, although program staff indicated that the system essentially codifies established practice.

Alumni who participated in the focus groups indicated that KIPP and KTC staff have played a role in facilitating their journey toward obtaining a college degree. Alumni were well informed about the wide range of activities and services offered by KTC, and participation depended largely on alumni's personal interests and their need for specific services and support. Notably, via survey and focus group data, alumni explained that the people who helped them the most tended to be people with whom they had a bond. In some cases, they turned to their KTC college advisor, but in others, they turned to their KTC high school or transition advisor or a middle school teacher with whom they remained close. Alumni recognized that while people in their lives could help them succeed, the ultimate responsibility for success was theirs.

It is clear that KTC staff must perform a delicate balancing act as they endeavor to support KIPP alumni through to successful college completion. A key area in which this balance is demonstrated, and tested, is in the relationship building that happens between staff and alumni. Relationship building is a cornerstone of the program and was cited as both a significant facilitator of program activities, and of student involvement in the program, and a tremendous challenge for program staff. Overwhelmingly, alumni cited KTC staff's persistence and devotion as one of the most significant factors of the program. However, the staffing structure of KTC is designed to transition alumni from one staff member to another at several key points in the students' academic careers. The benefits of this approach are that staff can specialize in a particular area of alumni's development. Considering the program's 10-year pipeline of support, it makes sense that focusing staff members' work in a particular area (e.g., the transition from

middle school to high school) deepens their expertise in that area and may help them be more effective in serving the alumni on their caseloads.

From alumni's perspective, these transitions are often confusing and difficult. Alumni often share personal information about their lives and academics with KTC staff, so it is not surprising that they would feel guarded with someone they do not know well, who may have been introduced to them recently, and who may only be assigned to them for a limited time. Alumni and staff spoke about the difficulty that some alumni have in admitting when they are in trouble, which could be exacerbated if alumni are unfamiliar and uncomfortable with their KTC counselor. Trust takes time and patience to take root. The collaborative working environment and a collective responsibility for all alumni, not just those on a counselor's caseload, are strategies that can help mitigate alumni's uneasiness with these transitions. One area for future investigation would be to examine whether KTC tends to lose contact with alumni at these key transition points.

Given the importance of establishing alumni's trust and developing a solid rapport so that they will rely on the program when they need assistance, staff continuity is extremely important to a program like KTC. Herein lies another balancing act that KTC staff must perform. To maintain staff continuity and keep alumni relationships intact, staff's professional needs must be considered. KTC has a relatively flat organizational structure, which has implications for how staff can grow and be challenged as professionals. On the one hand, this structure can facilitate staff collaboration, initiative-taking, and adaptability; KTC staff specifically mentioned the collaborative work environment and opportunities to develop new programs. On the other hand, staff also noted constraints on professional development funding and limited leadership opportunities. These factors could pose a risk for staff continuity if staff leave KTC for career advancement outside the organization or within KIPP DC, but outside of KTC. Some turnover is to be expected, and with a staff as small as KTC's the effects may be felt keenly. While staff did not note a large problem with turnover, alumni perceived it to be a problem. This may be because alumni perceive transitions from one staff member to another as turnover.

There are significant resources that KTC staff can leverage in terms of relationship building and providing a coherent and alumni-valued offering of supports in addition to those that are already employed. One such resource that could be taken greater advantage of is KIPP DC's College Preparatory high school. KTC shares a building with the high school, but communication and coordination between the two was described as limited. Another way to leverage resources is through alumni themselves. Both staff and alumni acknowledged the considerable influence of peers on alumni, and efforts to foster alumni connections may be an effective way of increasing turnout for events and supporting KIPP alumni within their various high schools and universities.

An additional challenge for program staff is walking the fine line between tenaciously attempting to reach out to alumni on their caseloads and badgering them. Alumni indicated that they perceive a qualitative difference between persistence and nagging, the latter of which they see partly resulting from staff members' obligation to contact them, not a sincere interest. It is important for staff to be aware of these perceptions, to convey authentic care for alumni, and to avoid signals that contacting alumni is simply a matter of checking an item off of their to-do list. This same line needs to be walked with family members. There were indications that, like their children, parents sometimes grew frustrated with KTC staff's repeated contacts, and particularly about issues on which they felt they already had sufficient information. On the other hand, alumni emphasized that KTC staff should not give up on alumni who fall out of contact with them.

Finally, program staff are tasked with tailoring the program to the individual needs of their students, while still implementing a cohesive program in which program effectiveness can be evaluated. As staff noted, they wear a number of hats in their relationships with students, ranging from counselor to advocate to interpreter. Staff also have a great deal of latitude to implement the program in ways that they deem best for the alumni on their caseload. There is also some sense that a more focused effort, one that ties all program activities directly back to the mission of the program, is in order. A shift toward greater codification of the program and more systematic efforts to design and implement a program seems to be underway both locally and in the KTC program more broadly.

Outcome Study

Program participants had favorable responses with regard to the support they received from KTC. In focus groups, many participants felt KTC programmatic efforts were influential in their college acceptance. Similarly, in both the 2014 and 2016 surveys, respondents rated as very useful the support they received from KTC on a variety of issues. Results from the longitudinal survey also suggested that participant needs changed slightly overtime, as did the likelihood that they would reach out to ask KTC program staff for help.

The 2015 analysis of OSSE data suggested that KTC students appeared to attend multiple high schools more often than their non-KTC counterparts in DC. Similarly, some participants reported taking time off from school after enrolling in college, and it appears that some participants may not have advanced a full grade level between the two survey administrations. However, despite these challenges, our analyses

found that KTC students performed well on key outcomes, including high school graduation and college enrollments.

KTC data available in 2015 and 2016 supported the findings in the intermediate snapshot. High proportions of program participants graduated from high school and enrolled in college, and many younger participants appeared to be on track to graduate from high school at that time. By June 2016, 91 percent of KTC students in the 2011–15 cohorts had graduated from high school, and over 70 percent of participants from these cohorts had enrolled in a post-secondary institution. Many of the alumni in the longitudinal survey sample reported advancing at least one grade level between the 2014 and 2016 surveys, and in 2016 over 80 percent of these respondents indicated their GPS was at least 2.0.

Participants also compared favorably to other students with similar characteristics with regards to high school graduation and college enrollment. Additionally, for the metrics of high school graduation and college enrollment, KTC students outperformed low-income students nationally (KIPP Report Card) and students at low-income, high-minority, urban schools (National Clearinghouse High School Benchmarks).

Appendix A

College Attenders Survey Data Tables

Respondent Characteristics

Table A-1.   Percent of respondents reporting on their college attendance status: 2016 (N=187)

College attendance status	Percent
School year of most recent college attendance	
2016–17[1]	1.1
2015–16	78.6
2014–15	12.3
2013–14	6.4
2012–13	1.6
Expected academic year of graduation	
2020–21	1.1
2019–20	7.5
2018–19	9.6
2017–18	44.5
2016–17	26.7
2015–16	7.0
Graduated before 2015–16	2.1
Missing	1.6
College type[2]	
4–year	83.2
2–year	28.1
Technical college	1.6

[1] Two respondents reported a future semester.

[2] Respondents could select multiple options.

NOTE: Percents may not sum to 100 due to rounding or multiple response options.

SOURCE: KTC SURVEY: College Attenders: 2016.

Opinions Toward Degree Attainment

Figure A-1a.   Percent of attenders reporting importance of receiving a college degree: 2014 (N=94)
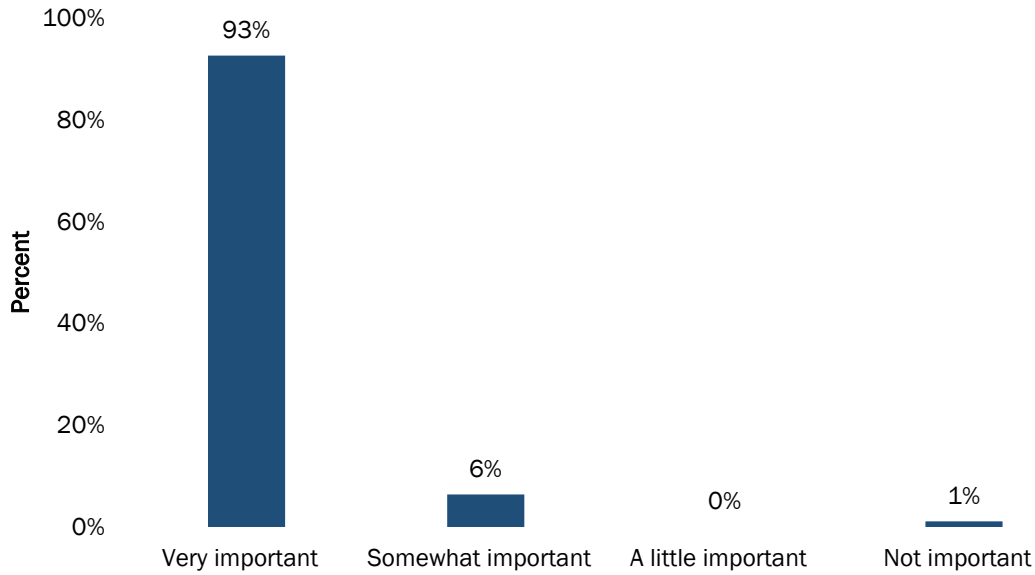
NOTE: Percents may not sum to 100 due to rounding.

SOURCE: KTC SURVEY: College Attenders: 2016.

Figure A-1b.   Percent of attenders reporting perceived importance of receiving a college degree: 2016 (N=187)
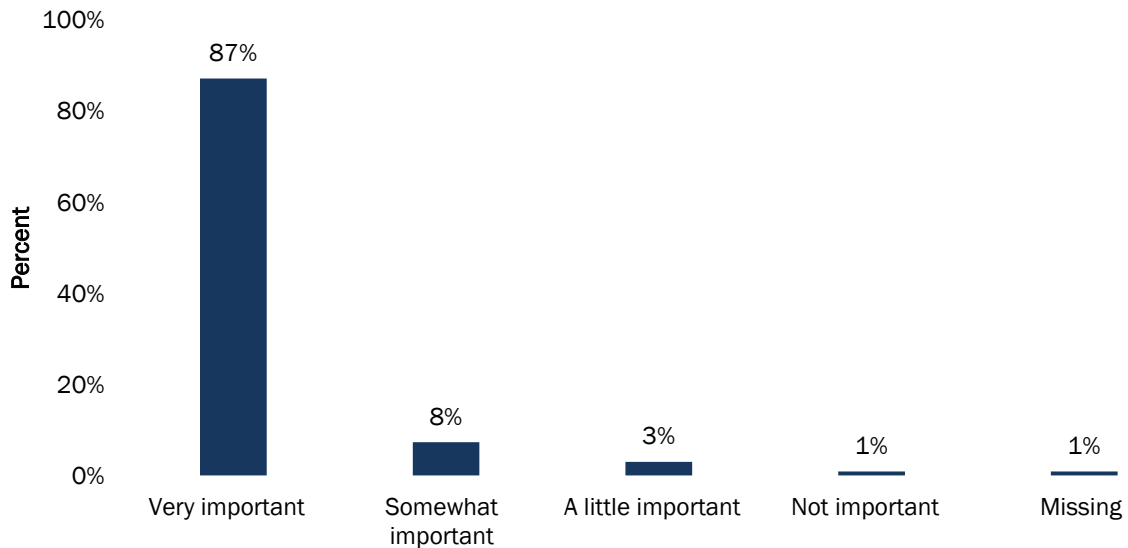
NOTE: Percents may not sum to 100 due to rounding.

SOURCE: KTC SURVEY: College Attenders: 2016.

Table A-1a. Percent of attenders reporting the highest degree they expected to receive: 2014 and 2016

Degree	2014 (N=94)	2016 (N=187)
Technical college degree	0.0	4.8
Associate's degree	5.3	1.1
Bachelor's degree	41.5	27.8
Master's degree	26.6	38.5
Professional degree (e.g., law or business degree)	10.6	10.7
Doctoral or medical degree	14.9	15.5
Do not plan to earn a degree or certificate[1]		0.5
Missing..	1.1	1.1

[1]Response option was added for the 2016 survey.

NOTE: Percents may not sum to 100 due to rounding.

SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Grit Scale

Figure A-2a. Grit scale: 2014 (N=94)

	Not at all/not much like me	Somewhat like me	Mostly/very much like me
I am a hard worker (N=93)	2%	9%	88%
I am diligent	2%	11%	87%
I finish whatever I begin	1%	23%	76%
Setbacks don't discourage me	34%	22%	44%
I have been obsessed with a certain idea or project for a short time but later lost interest	50%	31%	17%
I often set a goal but later choose to pursue a different one	52%	28%	20%
New ideas and projects sometimes distract me from previous ones	59%	28%	14%
I have difficulty maintaining my focus on projects that take more than a few months to complete	56%	33%	11%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.

SOURCE: KTC SURVEY: College Attenders: 2016.

Westat®

Figure A-2b.   Grit scale: 2016 (N=187)

	Not at all/not much like me	Somewhat like me	Mostly/ very much like me
I am a hard worker	1%	9%	89%
I am diligent	2%	16%	82%
I finish whatever I begin	4%	18%	78%
Setbacks don't discourage me	33%	30%	36%
I have been obsessed with a certain idea or project for a short time but later lost interest	54%	29%	16%
I often set a goal but later choose to pursue a different one	57%	26%	17%
New ideas and projects sometimes distract me from previous ones	53%	32%	14%
I have difficulty maintaining my focus on projects that take more than a few months to complete	57%	27%	16%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Attenders: 2016.

College Preparation

To Search for and Apply to College

Table A-2a. Percent of attenders reporting the degree to which they felt prepared in high school to search for and apply to colleges: 2014 (N=94)

Item	Not at all prepared	Slightly/ somewhat prepared	Very prepared	Not applicable
Applying for funding from DC TAG..	8.5	26.6	52.1	12.8
Budgeting..	5.3	61.7	30.9	2.1
Completing college applications and personal essays.......	1.1	25.5	70.2	3.2
Exploring career options..	4.3	40.4	51.1	4.3
Filling out the FAFSA...	5.3	28.7	61.7	4.3
Finding the right college for you...	4.3	37.2	58.5	0.0
Managing your time or organization skills...........................	3.2	52.1	41.5	3.2
Researching and applying for scholarships	9.6	46.8	42.6	1.1
Taking the ACT/SAT exams	6.4	51.1	41.5	1.1
Understanding the information on college websites	1.1	31.9	66.0	1.1

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Attenders: 2014.

Table A-2b. Percent of attenders reporting the degree to which they felt prepared in high school to search for and apply to colleges: 2016 (N=187)

Item	Not at all prepared	Slightly/ somewhat prepared	Very prepared	Not applicable
Applying for funding from DC TAG..	6.4	26.7	56.7	9.6
Budgeting..	13.9	62.0	21.4	2.1
Completing college applications and personal essays.......	3.2	27.3	67.9	1.1
Exploring career options..	6.4	49.2	40.1	2.1
Filling out the FAFSA...	2.1	33.2	62.6	2.1
Finding the right college for you...	5.3	41.2	51.9	1.1
Managing your time or organization skills...........................	7.5	52.9	36.9	2.1
Researching and applying for scholarships	13.9	46.5	38.0	0.5
Taking the ACT/SAT exams	3.2	46.5	48.1	2.1
Understanding the information on college websites	2.1	25.1	70.1	2.1

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Attenders: 2016.

To Attend College

Figure A-3a. Percent of attenders responding to statements about college preparation during high school: 2014 (N=94)

	Agree/ strongly agree	Disagree/ strongly disagree	Neither agree nor disagree
I had a high school teacher or counselor who cared that I attended college	89%	1%	10%
I had a high school teacher or counselor who actively helped me get into college	88%	1%	11%
How hard I worked in high school affected what college I was able to get into	87%	3%	10%
I felt academically prepared to go to college when I graduated high school (N=93)	75%	11%	14%
The things I learned in high school have been useful to me in college	73%	7%	19%
I felt emotionally prepared to go to college when I graduated from high school	61%	20%	19%
In high school, I knew how much education I needed for the career I wanted	56%	14%	30%
I felt financially prepared to go to college	42%	39%	19%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Attenders: 2016.

Figure A-3b. Percent of attenders responding to statements about college preparation during high school: 2016 (N=187)

Statement	Agree/ strongly agree	Disagree/ strongly disagree	Neither agree nor disagree
I had a high school teacher or counselor who cared that I attended college	86%	4%	9%
I had a high school teacher or counselor who actively helped me get into college	80%	6%	12%
How hard I worked in high school affected what college I was able to get into	77%	6%	15%
I felt academically prepared to go to college when I graduated high school	73%	9%	16%
The things I learned in high school have been useful to me in college	71%	11%	16%
I felt emotionally prepared to go to college	60%	21%	18%
In high school, I knew how much education I needed for the career I wanted	56%	20%	22%
I felt financially prepared to go to college	30%	39%	29%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Attenders: 2016.

Westat®

Table A-3. Percent of attenders reporting number of AP classes taken: 2014 and 2016

Number of AP classes	2014 (N=94)	2016 (N=187)
None	26.6	33.7
At least one	73.4	66.3
One	26.6	21.9
Two	21.3	18.2
Three or more	25.5	26.2

SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

College Selection Process

Table A-4. Percent of attenders reporting the number of colleges to which they applied: 2014 and 2016

Number of colleges	2014 (N=94)	2016 (N=187)
None		4.8
One	2.1	10.7
Two	4.3	6.4
Three	5.3	12.8
Four	8.5	9.1
Five or more	79.8	55.1
Missing	0.0	1.1

NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Attenders: 2014 and 2016.

Figure A-4a. Percent of attenders reporting their top reasons for choosing most recent college attended: 2014 (N=94)
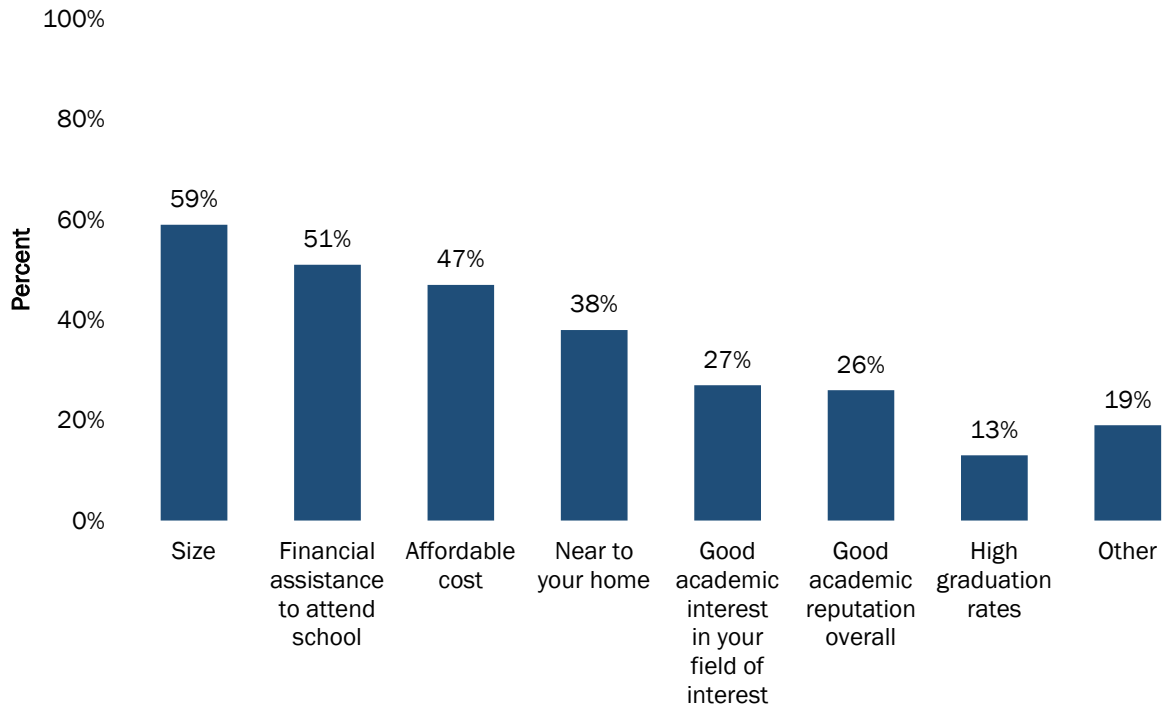
NOTE: Respondents could select multiple reasons. Two respondents did not select any reason.
SOURCE: KTC SURVEY: College Attenders: 2016.

Figure A4b. Percent of attenders reporting their top reasons for choosing most recent college attended: 2016 (N=187)
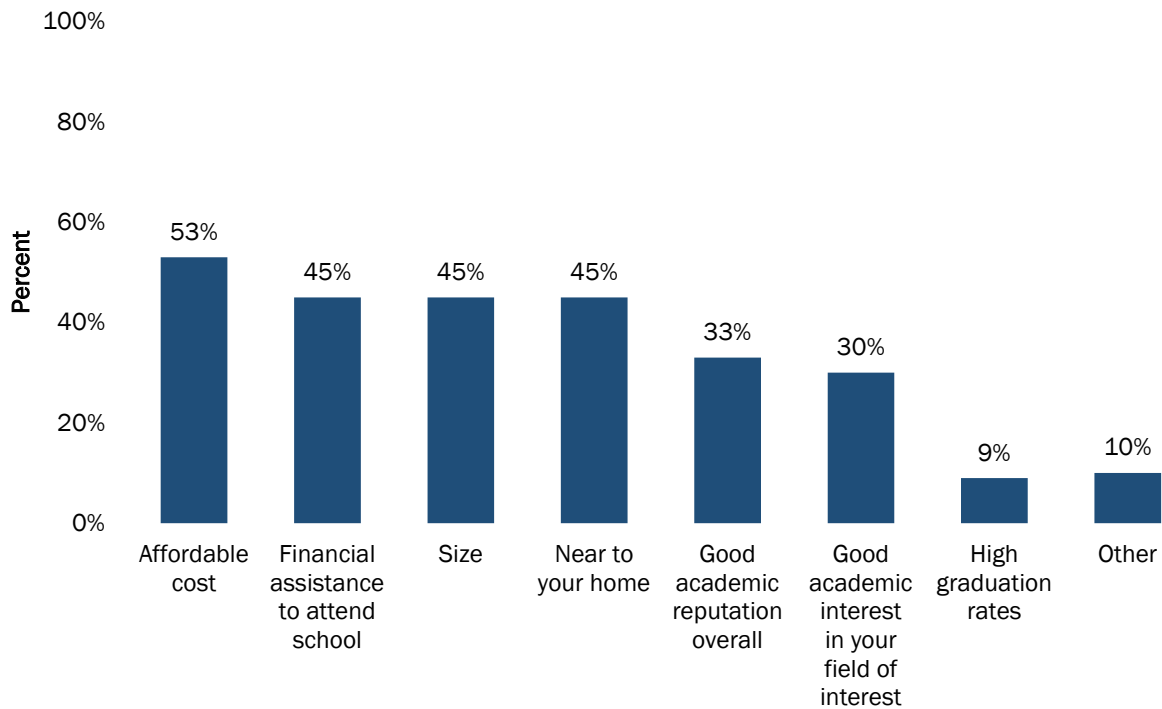
NOTE: Respondents could select multiple reasons. Two respondents did not select any reason.
SOURCE: KTC SURVEY: College Attenders: 2016.

College Experience

College Attender Profile

Table A-5.   Profile of college attenders: 2014 and 2016

College profile	2014 (%) (N=94)	2016 (%) (N=187)
Class level		
Freshman	10.6	8.6
Sophomore	70.2	45.5
Junior	0.0	27.3
Senior	8.5	5.9
Not sure	10.6	5.9
Not applicable[1]		5.9
Missing...	0.0	1.1
Declared a major		
Yes	59.6	77.5
No	36.4	18.7
Not applicable[1]		2.7
Missing...	1.1	1.1
GPA		
Less than 2.0	13.8	10.7
2.0–2.4	13.8	17.6
2.5–2.9	38.3	28.3
3.0–3.4	23.4	19.3
3.5–3.9	10.6	12.8
4.0 or greater	0.0	1.1
Not applicable[1]		9.1
Missing...	0.0	1.1
Remedial English or math class		
Yes	31.9	27.3
No	63.8	67.9
Not sure	4.3	3.7
Missing...	0.0	1.1
Time off from college		
Yes	28.7	28.3
No	71.3	71.7

[1]Response option was added to 2016 survey.
NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC Survey: College Attenders: 2014 and 2016.

Table A-6.   Percent of attenders reporting reasons for taking time off from college: 2014 and 2016

Reason	2014 (N=27)	2016 (N=53)
Financial reasons...	44.4	47.2
Poor grades..	22.2	35.8
Other personal issue(s)	29.6	35.8
Transferred to another school	25.9	20.8
Health issue(s)	7.4	11.3
Working too many hours	3.7	9.4
Other...	11.1	7.5

NOTE: Table is limited to those indicating they took time off from college. Respondents could select multiple reasons.
SOURCE: KTC Survey: College Attenders: 2014 and 2016.

Westat®

Participation in College-related Activities

Figure A-5a. Percent of attenders reporting participation in types of college activities: 2014 (N=94)
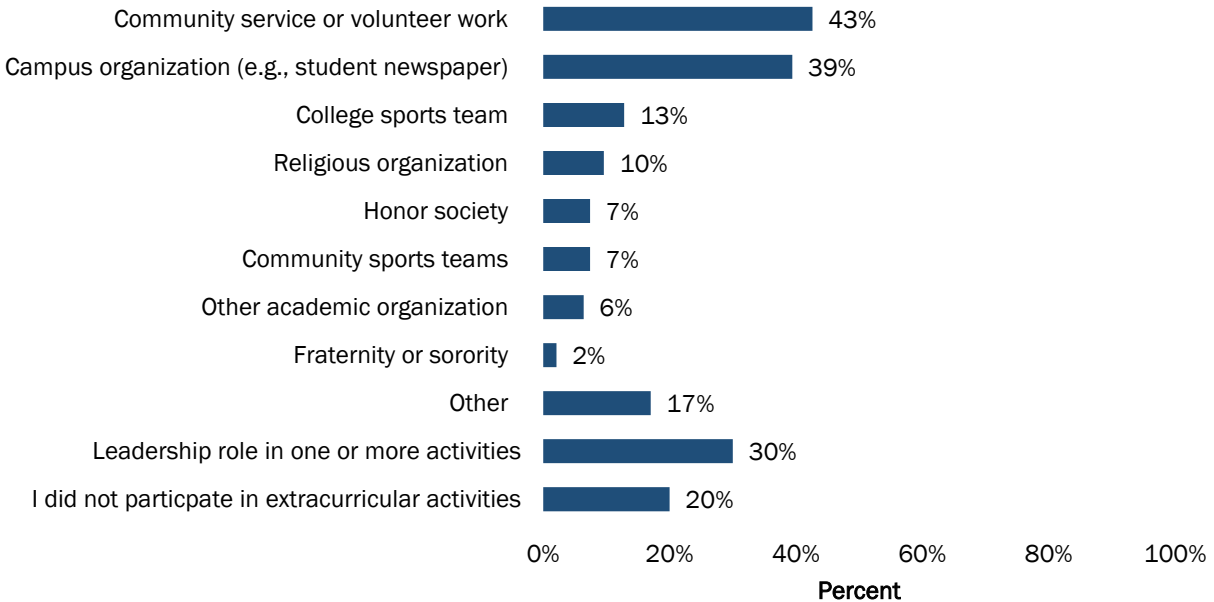
Activity	Percent
Community service or volunteer work	43%
Campus organization (e.g., student newspaper)	39%
College sports team	13%
Religious organization	10%
Honor society	7%
Community sports teams	7%
Other academic organization	6%
Fraternity or sorority	2%
Other	17%
Leadership role in one or more activities	30%
I did not particpate in extracurricular activities	20%

NOTE: Respondents could select multiple activities. Five respondents did not provide an answer to this item.
SOURCE: KTC Survey: College Attenders: 2014.

Figure A-5b. Percent of attenders reporting participation in types of college activities: 2016 (N=187)
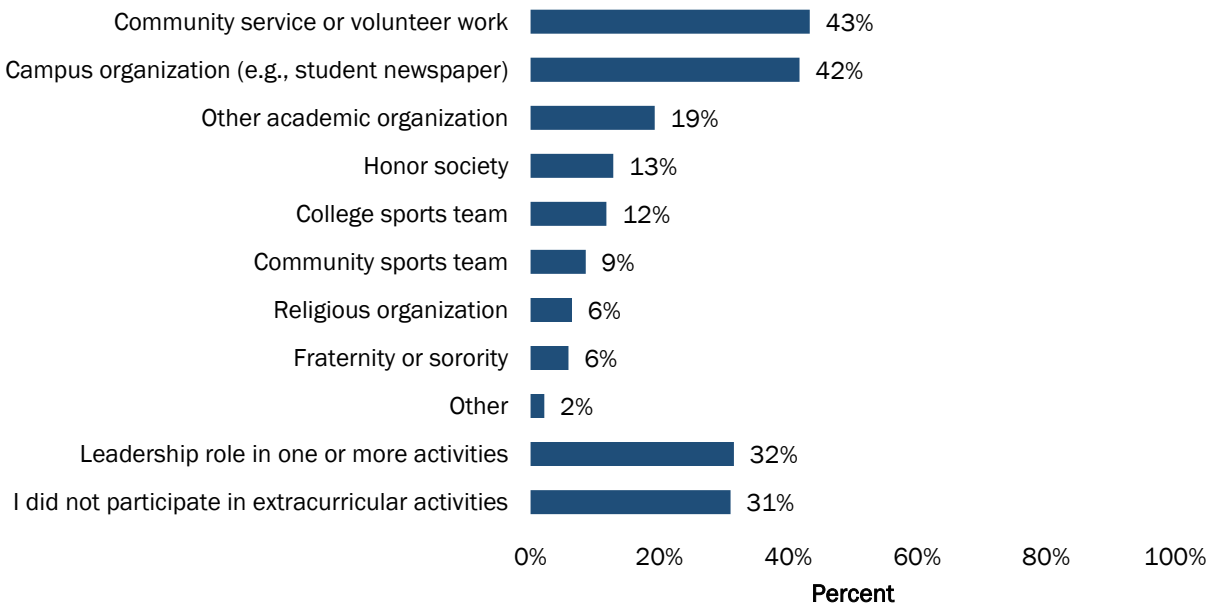
Activity	Percent
Community service or volunteer work	43%
Campus organization (e.g., student newspaper)	42%
Other academic organization	19%
Honor society	13%
College sports team	12%
Community sports team	9%
Religious organization	6%
Fraternity or sorority	6%
Other	2%
Leadership role in one or more activities	32%
I did not participate in extracurricular activities	31%

NOTE: Respondents could select multiple activities. Five respondents did not provide an answer to this item.
SOURCE: KTC Survey: College Attenders: 2016.

Employment

Table A-7.   Percent of attenders reporting number of hours worked per week while enrolled in classes and location of their jobs: 2014 and 2016

Employment details	2014 (N=73)	2016 (N=142)
Hours worked		
1–10 hours...		29.6
11–20 hours...		26.8
21–30 hours...		19.7
31 or more hours...		13.4
Missing..		10.6
Location of jobs		
On campus...	27.4	29.6
Off campus	65.8	60.6
Had both on- and off-campus jobs	2.7	7.0
Missing..		2.8

NOTE: Table is limited to respondents indicating that they were employed in the last 12 months. Percents may not sum to 100 due to rounding.
SOURCE: KTC Survey: College Attenders: 2014 and 2016.

Westat®

Figure A-6.   Percent of attenders reporting effect of job on grades, by hours worked: 2014
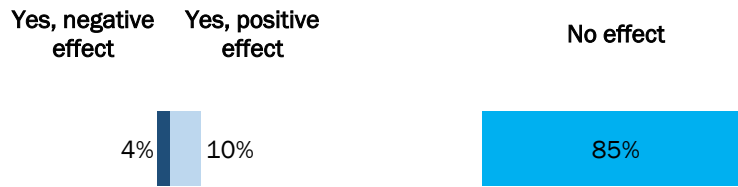
Yes, negative effect | Yes, positive effect | No effect

4%   10%   85%

NOTE: Figure is limited to those indicating the number of hours worked and whether employment affected their grades. Percents may not sum to 100 due to rounding.
SOURCE: KTC Survey: College Attenders: 2016.

Figure A-7.   Percent of attenders reporting effect of job on grades, by hours worked: 2016
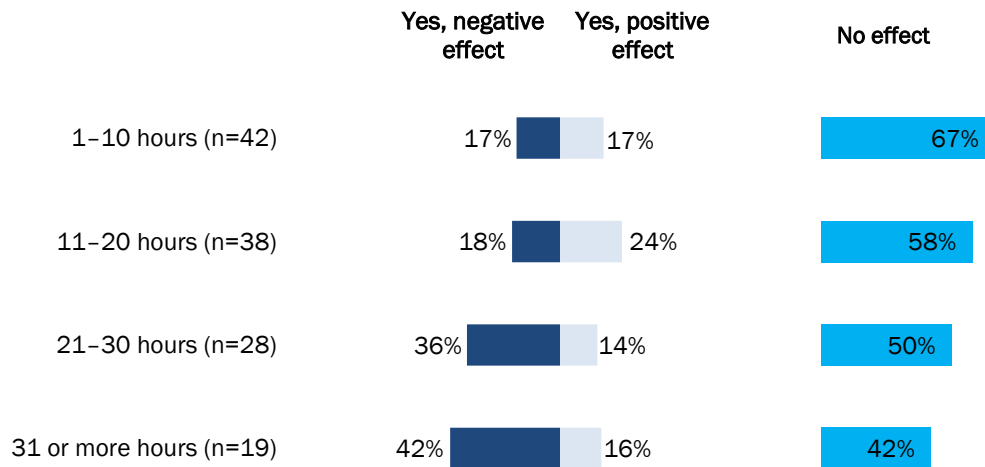
	Yes, negative effect	Yes, positive effect	No effect
1–10 hours (n=42)	17%	17%	67%
11–20 hours (n=38)	18%	24%	58%
21–30 hours (n=28)	36%	14%	50%
31 or more hours (n=19)	42%	16%	42%

NOTE: Figure is limited to those indicating the number of hours worked and whether employment affected their grades. Percents may not sum to 100 due to rounding.
SOURCE: KTC Survey: College Attenders: 2016.

College Supports and Services

Types of Support Needed

Figure A-8a. **Percent of attenders reporting issues they needed help with while attending college: 2014 (N=94)**
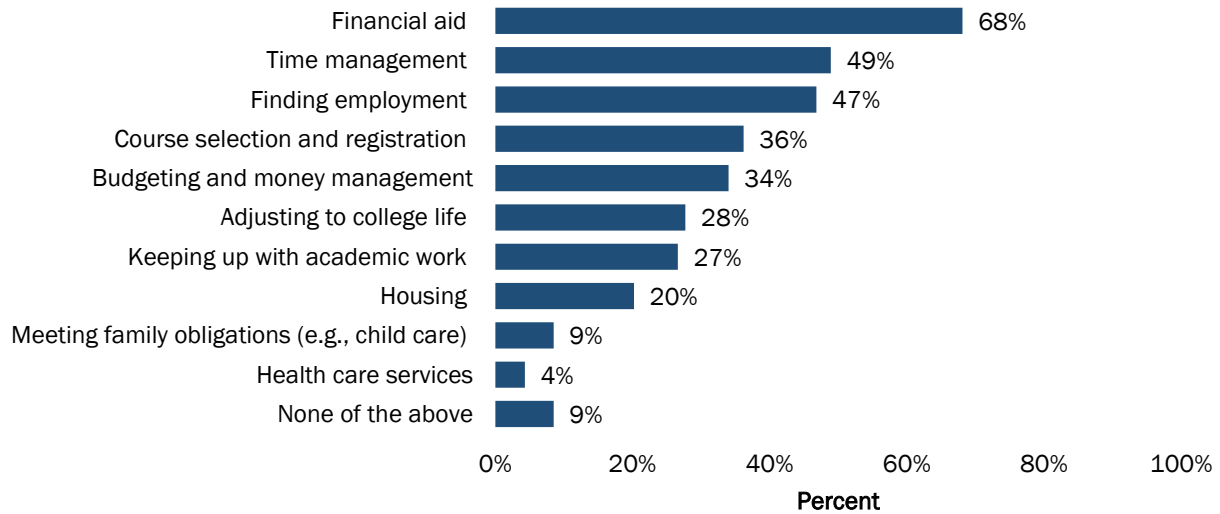
Issue	Percent
Financial aid	68%
Time management	49%
Finding employment	47%
Course selection and registration	36%
Budgeting and money management	34%
Adjusting to college life	28%
Keeping up with academic work	27%
Housing	20%
Meeting family obligations (e.g., child care)	9%
Health care services	4%
None of the above	9%

Percent

NOTE: Respondents could select multiple issues. Figure excludes "Other," as no respondents selected this option. Two respondents did not provide an answer to the item.
SOURCE: KTC Survey: College Attenders: 2014.

Figure A-8b. **Percent of attenders reporting issues they needed help with while attending college: 2016 (N=187)**
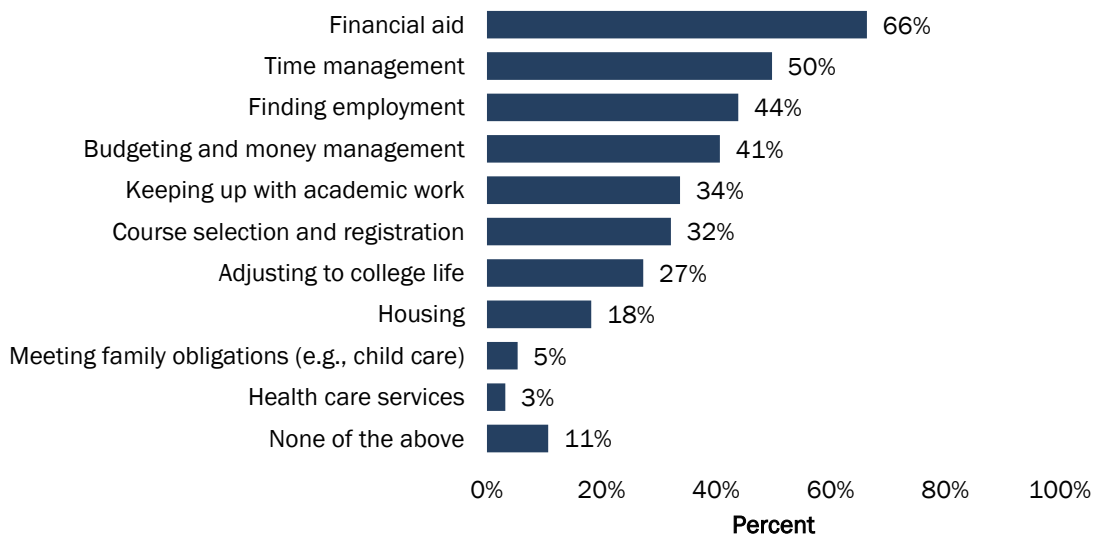
Issue	Percent
Financial aid	66%
Time management	50%
Finding employment	44%
Budgeting and money management	41%
Keeping up with academic work	34%
Course selection and registration	32%
Adjusting to college life	27%
Housing	18%
Meeting family obligations (e.g., child care)	5%
Health care services	3%
None of the above	11%

Percent

NOTE: Respondents could select multiple issues. Figure excludes "Other," as no respondents selected this option. Two respondents did not provide an answer to the item.
SOURCE: KTC Survey: College Attenders: 2016.

Westat®

Table A-8a. Percent of attenders reporting likelihood of asking certain individuals for help: 2014 (N=94)

Source of assistance	Not at all likely	A little or somewhat likely	Likely/ very likely
Family member	5.3	19.1	74.5
Friend	8.5	35.1	56.4
KTC staff member	17.0	27.7	55.3
College advisor	10.6	47.9	41.5
College faculty	9.6	56.4	34.0
Other college staff member	13.8	47.9	35.1
Other	36.2	34.0	20.2

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
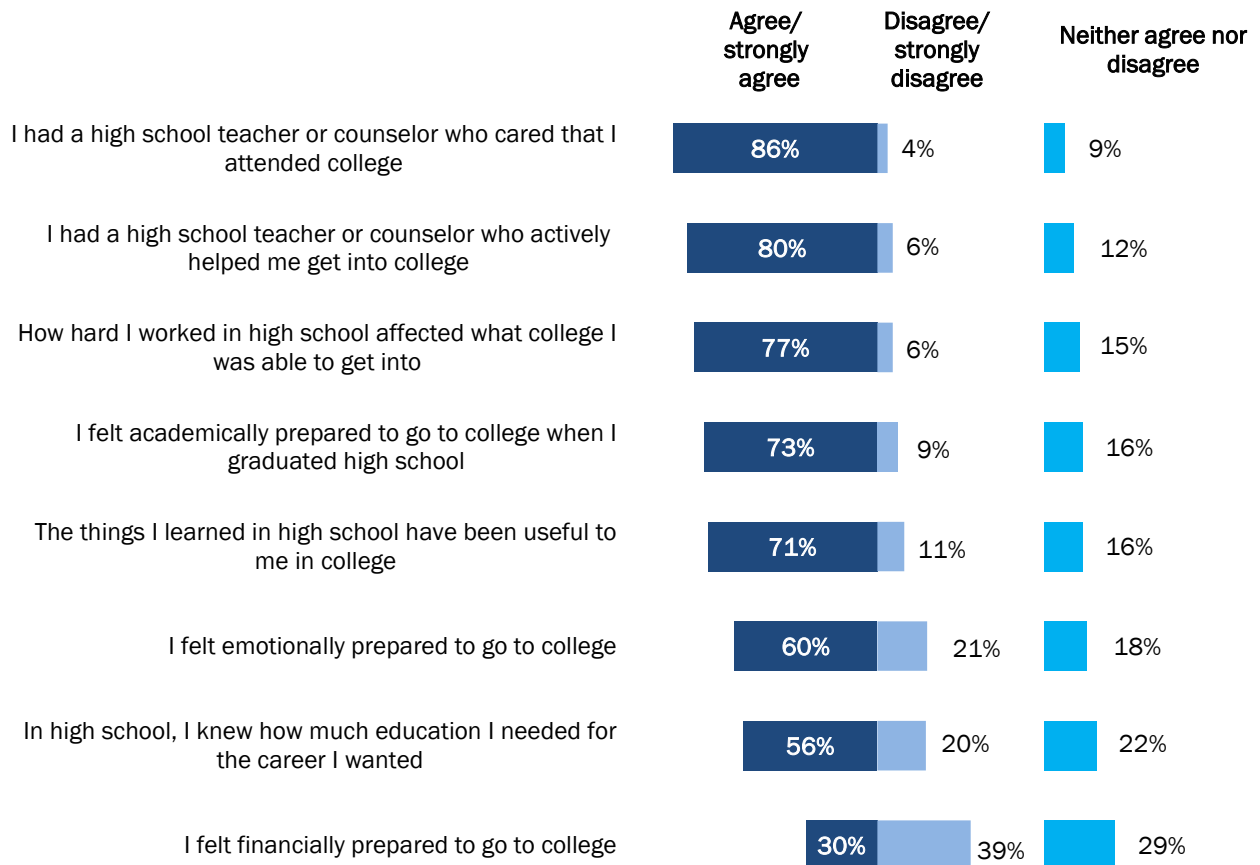SOURCE: KTC Survey: College Attenders: 2014.

Table A-8b. Percent of attenders reporting likelihood of asking certain individuals for help: 2016 (N=187)

Source of assistance	Not at all likely	A little or somewhat likely	Likely/ very likely
Family member	4.3	20.3	73.8
Friend	9.6	32.1	56.1
KTC staff member	14.4	38.0	46.5
College advisor	14.4	38.5	44.4
College faculty	14.4	48.1	34.8
Other college staff member	25.7	41.7	29.9
Other	38.0	32.6	16.6

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC Survey: College Attenders: 2016.

KTC's Role in Meeting Alumni Needs (2016 Data Only)

Table A-9. Number of attenders needing help, receiving help from KTC, and not receiving help from any source and, of those receiving help from KTC, the number finding that help useful, by issue: 2016 (N=187)

Issue	Needed help in the last 12 months	Received help from a KTC staff member	Did not receive help from any source	Found KTC help very useful
Financial aid	124	65	11	51
Time management	93	21	37	17
Finding employment..............................	82	18	33	12
Adjusting to college life	51	16	14	12
Course selection and registration	60	15	±	13
Keeping up with academic work...........	63	14	25	11
Budgeting and money management....	76	12	27	12
Housing...	34	4	8	±
Meeting family obligations (e.g., child care)	10	1	±	±
Health care services..............................	6	0	±	NA

± Excluded from table because n<5.

NA = not applicable; respondents were not asked about usefulness of help if they reported that no help was received.

SOURCE: KTC Survey: College Attenders: 2016.

Table A-10. Number of attenders not receiving help and percent of those likely to reach out to their KTC advisor/counselor for help, by issue: 2016 (N=187)

Issue	Number of students not receiving help they needed on an issue	Percent of students not receiving help but likely/very likely to ask their KTC advisor/counselor for help
Time management	37	16.2
Finding employment..............................	33	36.4
Budgeting...	27	14.8
Keeping up with academic work............	25	16.0
Adjusting to college life	14	28.6
Financial aid	11	18.2
Housing..	8	37.5
Course selection....................................	±	±
Meeting family obligations......................	±	±
Health care services..............................	±	±

± Excluded from table because n<5.

SOURCE: KTC Survey: College Attenders: 2016.

Westat®

Support From KIPP KTC

Types of KTC Support Received

Figure A-9a. Percent of attenders reporting types of support received from KTC during past 12 months: 2014 (N=94)
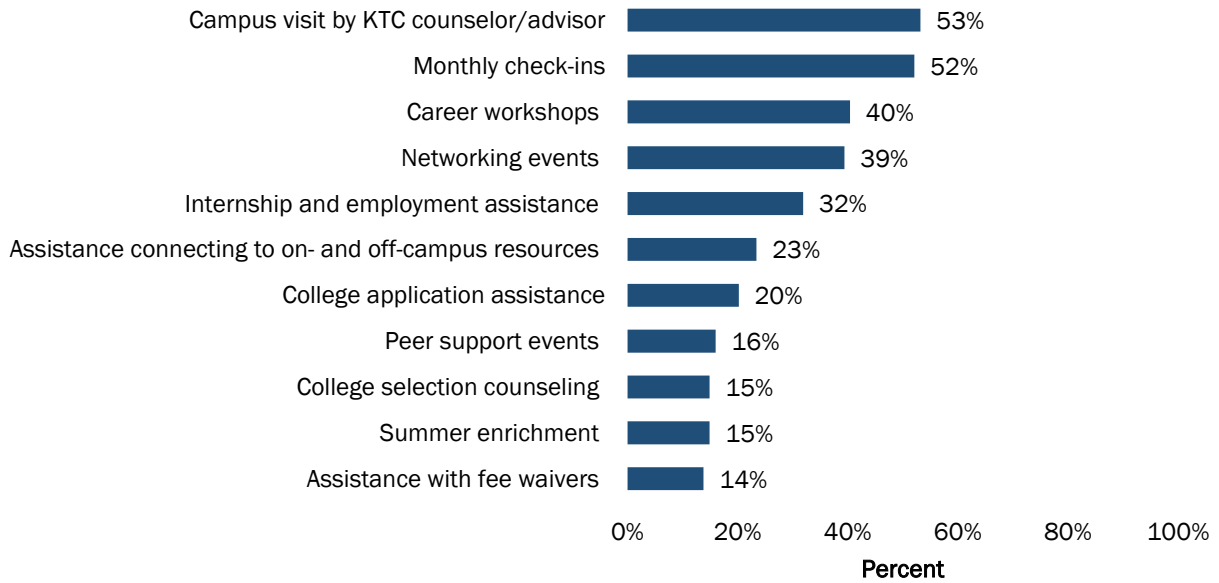
Type of Support	Percent
Campus visit by KTC counselor/advisor	53%
Monthly check-ins	52%
Career workshops	40%
Networking events	39%
Internship and employment assistance	32%
Assistance connecting to on- and off-campus resources	23%
College application assistance	20%
Peer support events	16%
College selection counseling	15%
Summer enrichment	15%
Assistance with fee waivers	14%

Percent

NOTE: Figure excludes two respondents not answering the item. Respondents could select multiple types of support.
SOURCE: KTC Survey: College Attenders: 2014.

Figure A-9b. Percent of attenders reporting types of support received from KTC during past 12 months: 2016 (N=187)
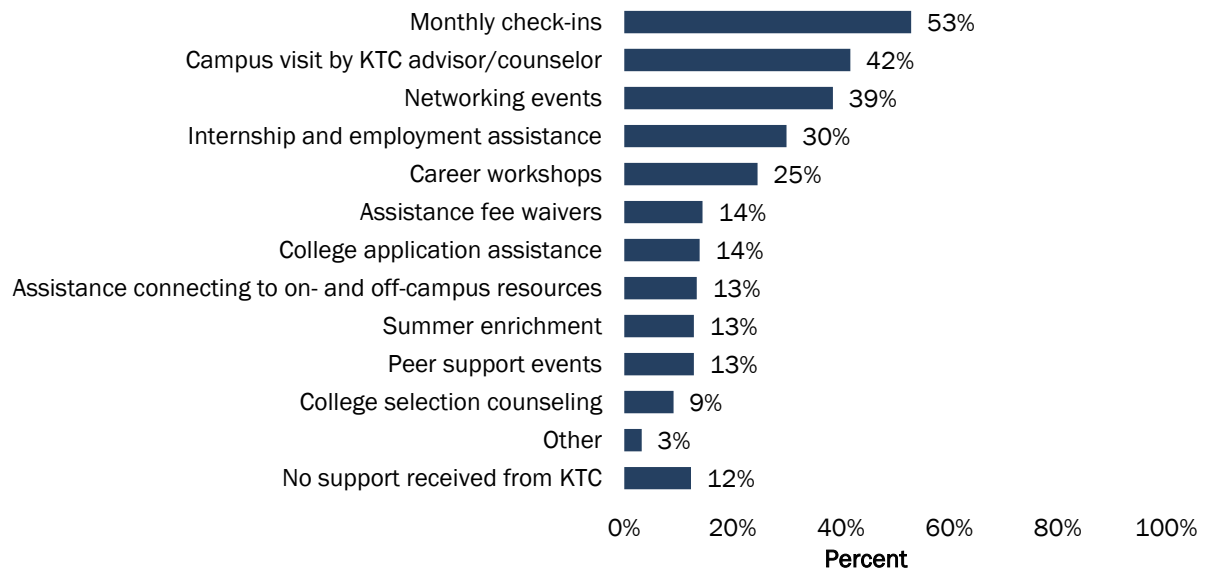
Type of Support	Percent
Monthly check-ins	53%
Campus visit by KTC advisor/counselor	42%
Networking events	39%
Internship and employment assistance	30%
Career workshops	25%
Assistance fee waivers	14%
College application assistance	14%
Assistance connecting to on- and off-campus resources	13%
Summer enrichment	13%
Peer support events	13%
College selection counseling	9%
Other	3%
No support received from KTC	12%

Percent

NOTE: Figure excludes two respondents not answering the item. Respondents could select multiple types of support.
SOURCE: KTC Survey: College Attenders: 2016.

Westat

Comprehensive Report of the Evaluation of KIPP DC's KIPP Through College (KTC) Program

KTC Advisors/Counselors

Frequency of Contact With Advisors/Counselors

Figure A-10a. Percent of attenders reporting frequency of contact with KTC advisor/counselor during the past 12 months, by type of contact: 2014 (N=94)

	Never	Once during the past 12 months	A few times a year	Monthly	Weekly
In person	18%	24%	35%	14%	4%
By text	18%	12%	33%	23%	13%
On the phone	18%	12%	32%	26%	12%
By email	11%	9%	44%	23%	12%
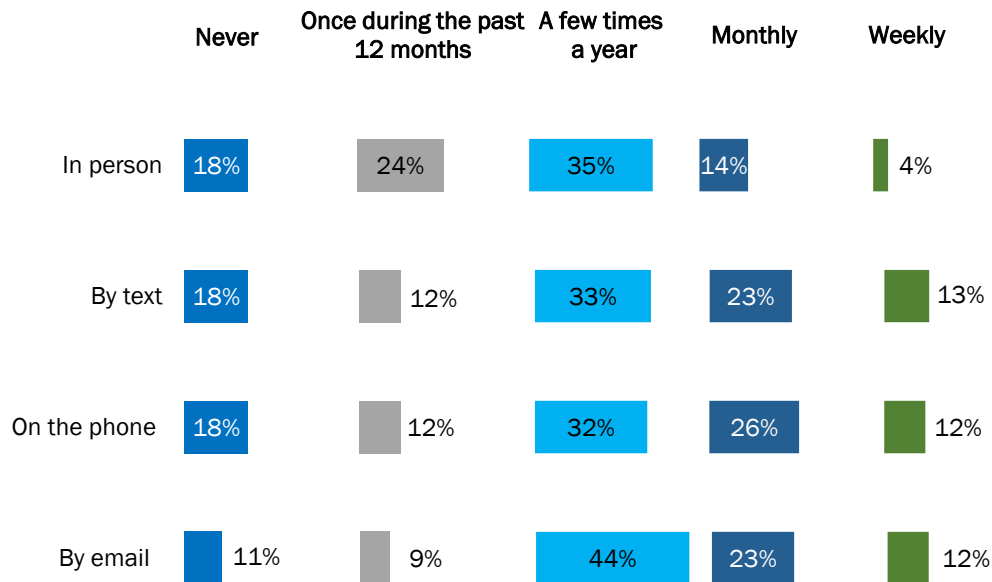
Figure A-10b. Percent of attenders reporting frequency of contact with KTC advisor/counselor during past 12 months, by type of contact: 2016 (N=187)
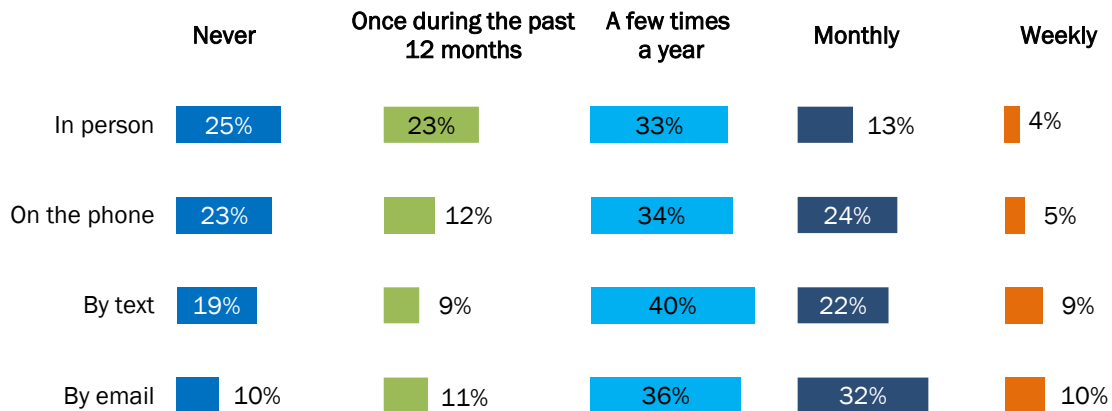
	Never	Once during the past 12 months	A few times a year	Monthly	Weekly
In person	25%	23%	33%	13%	4%
On the phone	23%	12%	34%	24%	5%
By text	19%	9%	40%	22%	9%
By email	10%	11%	36%	32%	10%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC Survey: College Attenders: 2016.

Westat®

Table A-11.   Number of attenders not receiving help and percent of those attenders reporting four or fewer contacts, by issue: 2016 (N=187)

Issue	Number of students not receiving help they needed on an issue	Percent of students not receiving help that also had four or fewer reported contacts
Time management	37	24.3
Finding employment..............................	33	18.2
Budgeting...	27	25.9
Keeping up with academic work...........	25	24.0
Adjusting to college life	14	42.9
Financial aid	11	54.5
Housing..	8	25.0
Course selection....................................	±	±
Meeting family obligations....................	±	±
Health care services..............................	±	±

± Excluded from the table because n<5.
SOURCE: KTC Survey: College Attenders: 2016.

Perception of KTC Advisor/Counselor

Figure A-11a. Percent of attenders reporting their perceptions of their KTC advisor/counselor: 2014 (N=94)

	Strongly agree/agree	Strongly disagree/disagree	Neither agree nor disagree
I have a positive relationship with my KTC advisor/counselor	66%	9%	26%
I feel comfortable talking to my KTC advisor/counselor about academic issues	63%	9%	29%
My KTC advisor/counselor provides me with useful college-related information	60%	13%	28%
My KTC advisor/counselor provides me with useful job-related information	54%	14%	32%
I feel comfortable talking to my KTC advisor/counselor about personal issues	47%	21%	32%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Attenders: 2014.

Figure A-11b. Percent of attenders reporting their perceptions of their KTC advisor/counselor: 2016 (N=187)

	Strongly agree/agree	Strongly disagree/disagree	Neither agree nor disagree
I have a positive relationship with my KTC advisor/counselor	73%	5%	21%
My KTC advisor/counselor provides me with useful college related information	71%	8%	20%
I feel comfortable talking to my KTC advisor/counself about academic issues	70%	9%	21%
My KTC advisor/counselor provides me with useful job related information	56%	14%	29%
I feel comfortable talking to my KTC advisor/counself about personal issues	52%	19%	27%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC Survey: College Attenders: 2016.

Westat®

Figure A-12a. Percent of attenders reporting the most valuable aspect of the KTC program: 2014 (N=94)

	Percent
Relationship with your advisor(s)/counselor(s)	56%
Financial support	11%
Academic support	7%
Networking opportunities	7%
College application/selection assistance	7%
KTC-sponsored workshops	6%
Other	2%

NOTE: Respondents specifying there was no aspect most valuable are included under "none." Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC Survey: College Attenders: 2016.

Figure A-12b. Percent of attenders reporting the most valuable aspect of the KTC program: 2016 (N=187)
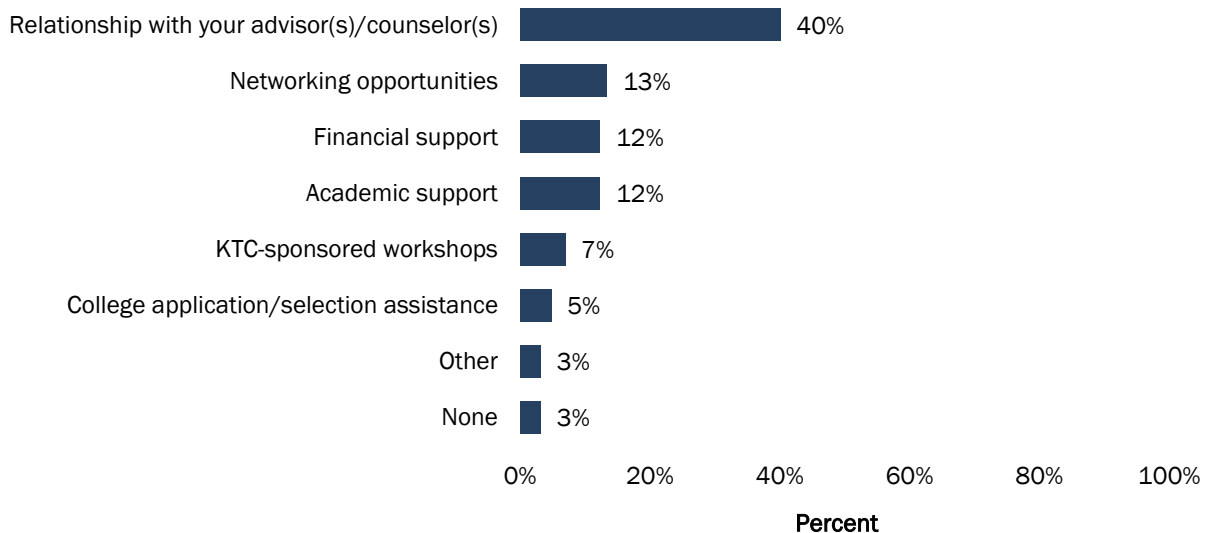
	Percent
Relationship with your advisor(s)/counselor(s)	40%
Networking opportunities	13%
Financial support	12%
Academic support	12%
KTC-sponsored workshops	7%
College application/selection assistance	5%
Other	3%
None	3%

NOTE: Respondents specifying there was no aspect most valuable are included under "none." Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC Survey: College Attenders: 2016.

Westat®

Comprehensive Report of the Evaluation of KIPP DC's KIPP Through College (KTC) Program

Appendix B

College Non-Attenders Survey Data Tables

Respondent Characteristics

Figure B-1a.   Grit scale: 2014 (N=10)

	Not at all/ not much like me	Somewhat like me	Mostly/ Very much like me
I am a hard worker	10%	10%	70%
I am diligent	10%	10%	70%
I finish whatever I begin	0%	30%	60%
Setbacks don't discourage me	30%	20%	40%
I have difficulty maintaining my focus on projects that take more than a few months to complete	40%	10%	30%
I have been obsessed with a certain idea or project for a short time but later lost interest	30%	40%	20%
I often set a goal but later choose to pursue a different one	60%	10%	20%
New ideas and projects sometimes distract me from previous ones	50%	20%	20%

SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-1b.   Grit scale: 2016 (N=29)

	Not at all/ not much like me	Somewhat like me	Mostly/ Very much like me
I am a hard worker	3%	14%	83%
I finish whatever I begin	7%	14%	79%
I am diligent	3%	31%	66%
I often set a goal but later choose to pursue a different one	41%	21%	38%
Setbacks don't discourage me	41%	28%	31%
I have been obsessed with a certain idea or project for a short time but later lost interest	59%	21%	21%
I have difficulty maintaining my focus on projects that take more than a few months to complete	48%	38%	14%
New ideas and projects sometimes distract me from previous ones	52%	38%	10%

NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®

Table B-1a.   Percent of non-attenders reporting on their current employment status and hours worked: 2014

Employment status and hours worked	Percent
Currently employed (N=10)	
Yes	60.0
No	40.0
Currently looking for employment (N=4)	
Yes	100.0
No	0.0
Hours worked per week (N=6)	
1–10 hours	33.3
11–20 hours	16.7
21–30 hours	0.0
31 or more hours	50.0

SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Table B-1b.   Percent of non-attenders reporting on their current employment status and hours worked: 2016

Employment status and hours worked	Percent
Currently employed (N=29)	
Yes	58.6
No	41.4
Currently looking for employment (N=12)	
Yes	83.3
No	16.7
Hours worked per week (N=17)	
1–10 hours	5.9
11–20 hours	17.6
21–30 hours	17.6
31 or more hours	58.8

SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Table B-2a. Percent of non-attenders responding to statements about high school preparation for employment: 2014 (N=6)

Statement	Strongly disagree/disagree	Neither agree nor disagree	Agree/ strongly agree
The things I learned in high school have been useful to me in my job................	50.0	0.0	33.3
How hard I worked in high school affected what job I was able to get hired for...	66.7	0.0	16.7

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Table B-2b. Percent of non-attenders responding to statements about high school preparation for employment: 2016 (N=28)

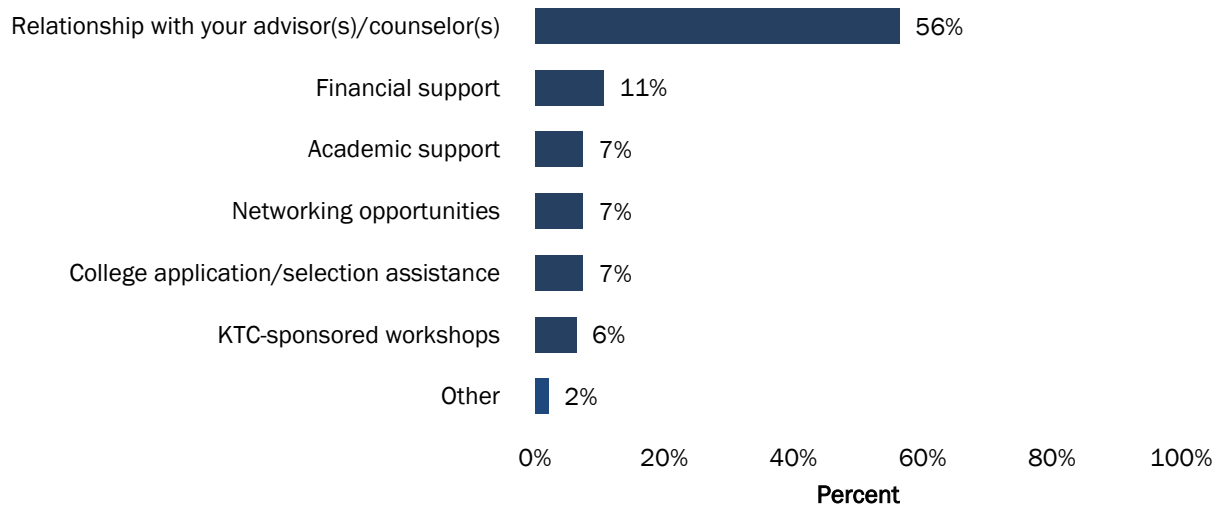| Statement	Strongly disagree/disagree	Neither agree nor disagree	Agree/ strongly agree
The things I learned in high school have been useful to me in my job................	27.6	24.1	44.8
How hard I worked in high school affected what job I was able to get hired for...	31.0	24.1	41.4

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Figure B-2a. Percent of non-attenders reporting their reasons for not enrolling in college: 2014 (N=10)

Reason	Percent
I need to work to support myself or my family	50%
College is too expensive	40%
I have the education I need for the job I want	40%
I wasn't encouraged to go to college	10%
I don't know what I want to study	10%
My grades were not good enough	0%
I don't have enough information about how to select and apply for colleges	0%
I am attending a trade or technical school instead	0%
Other	10%

Percent

NOTE: Respondents could select multiple reasons.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-2b. Percent of non-attenders reporting their reasons for not enrolling in college: 2016 (N=29)

Reason	Percent
I need to work to support myself or my family	45%
College is too expensive	38%
I don't know what I want to study	24%
I have the education I need for the job I want	17%
I am attending a trade or technical school instead	14%
My grades were not good enough	7%
I wasn't encouraged to go to college	3%
I don't have enough information about how to select and apply to colleges	0%
Other	17%

Percent

NOTE: Respondents could select multiple reasons.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Table B-3. Percent of non-attenders reporting the highest degree they expected to receive: 2014 and 2016

Degree	2014 (N=10)	2016 (N=29)
High school degree or high school equivalency test (e.g., GED)	60.0	17.2
Technical college degree/certificate..	0.0	17.2
Associate's degree...	10.0	3.4
Bachelor's degree	10.0	37.9
Master's degree	0.0	17.2
Missing	20.0	3.4

NOTE: No respondents reported a degree above a master's degree. Percents do not sum to 100 because table excludes respondents who did not respond to this item and who indicated they did not expect to receive one of the degrees/certificates listed.
SOURCE: KTC SURVEY: College Non-Attenders: 2014 and 2016.

Westat

Figure B-3a. Percent of non-attenders reporting perceived importance of receiving a college degree: 2014 (N=10)
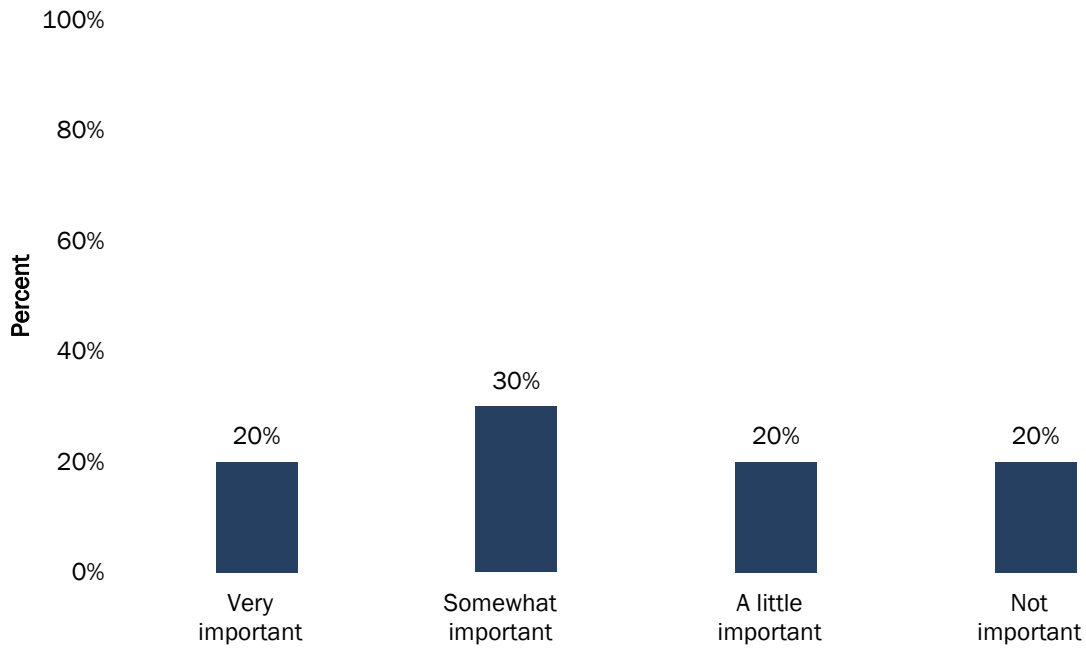
NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-3b. Percent of non-attenders reporting perceived importance of receiving a college degree: 2016 (N=29)
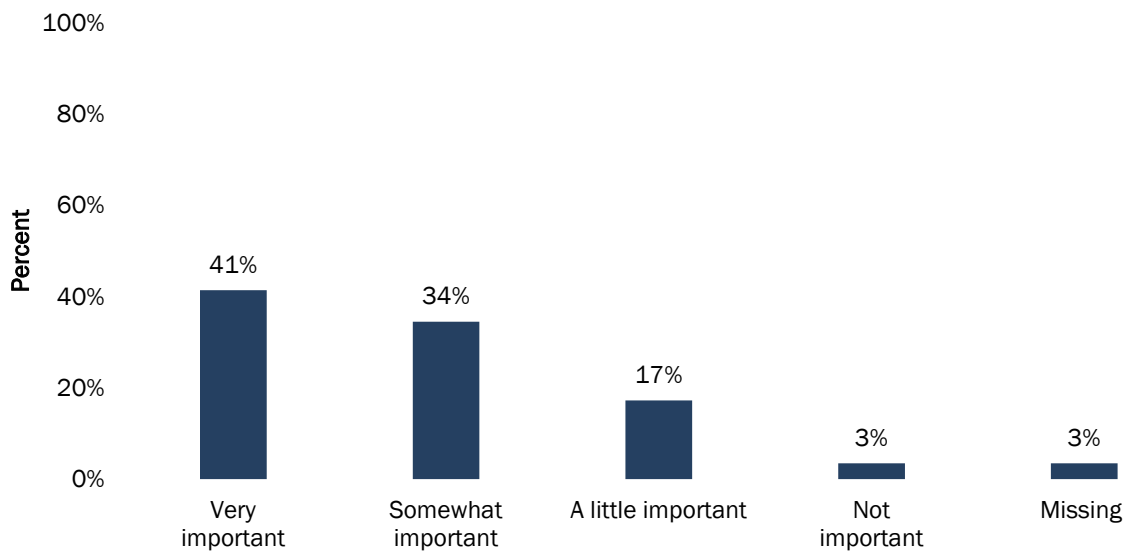
NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®

Comprehensive Report of the Evaluation of KIPP DC's KIPP Through College (KTC) Program

College and Employment Preparation

Table B-4.   Percent of non-attenders reporting number of AP classes taken: 2014 and 2016

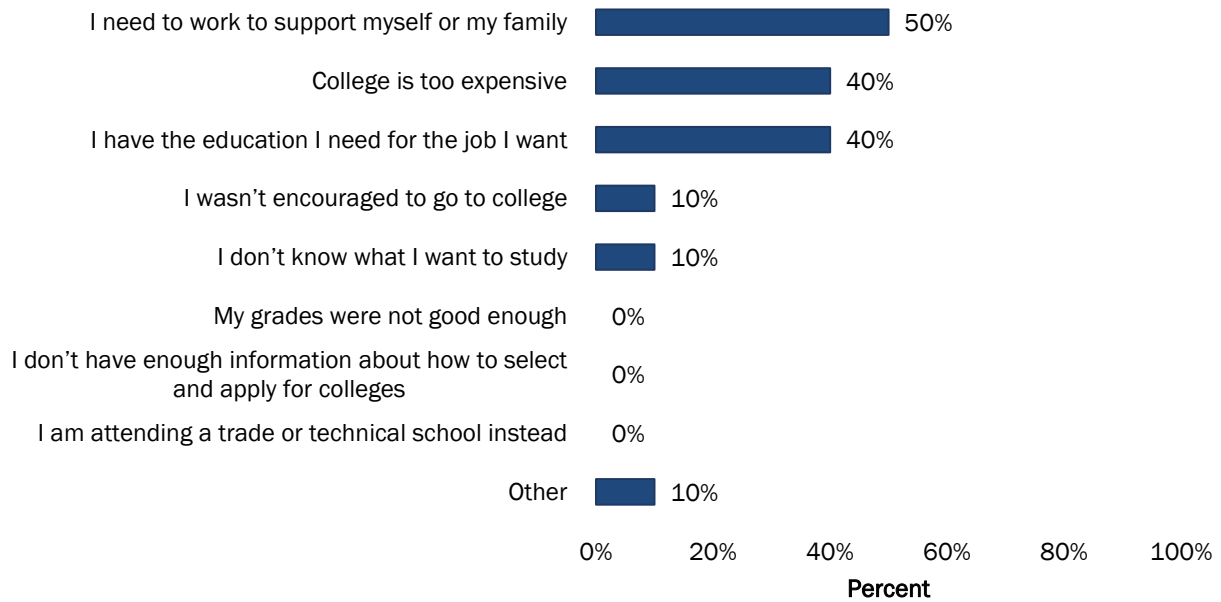| Number of classes	2014 (N=10)	2016 (N=29)
None	60.0	62.1
One	10.0	24.1
Two	20.0	6.9
Three or more	10.0	6.9

NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2014 and 2016.

Table B-5a. Percent of non-attenders reporting the degree to which they felt prepared in high school to search for and apply to colleges: 2014 (N=10)

Task	Not at all prepared	Slightly/ somewhat prepared	Very prepared	Not applicable
Applying for funding from DC TAG	20.0	30.0	40.0	0.0
Budgeting	30.0	40.0	30.0	10.0
Completing college applications and personal essays	10.0	30.0	50.0	0.0
Exploring career options	20.0	40.0	40.0	10.0
Filling out the FAFSA	20.0	30.0	40.0	0.0
Finding the right college for you	10.0	30.0	40.0	0.0
Managing your time and organizational skills	20.0	40.0	30.0	10.0
Researching and applying for scholarships	20.0	40.0	30.0	0.0
Taking the ACT/SAT exams	10.0	30.0	60.0	0.0
Understanding the information on college websites ...	30.0	50.0	40.0	0.0

NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Table B-5b. Percent of non-attenders reporting the degree to which they felt prepared in high school to search for and apply to colleges: 2016 (N=29)

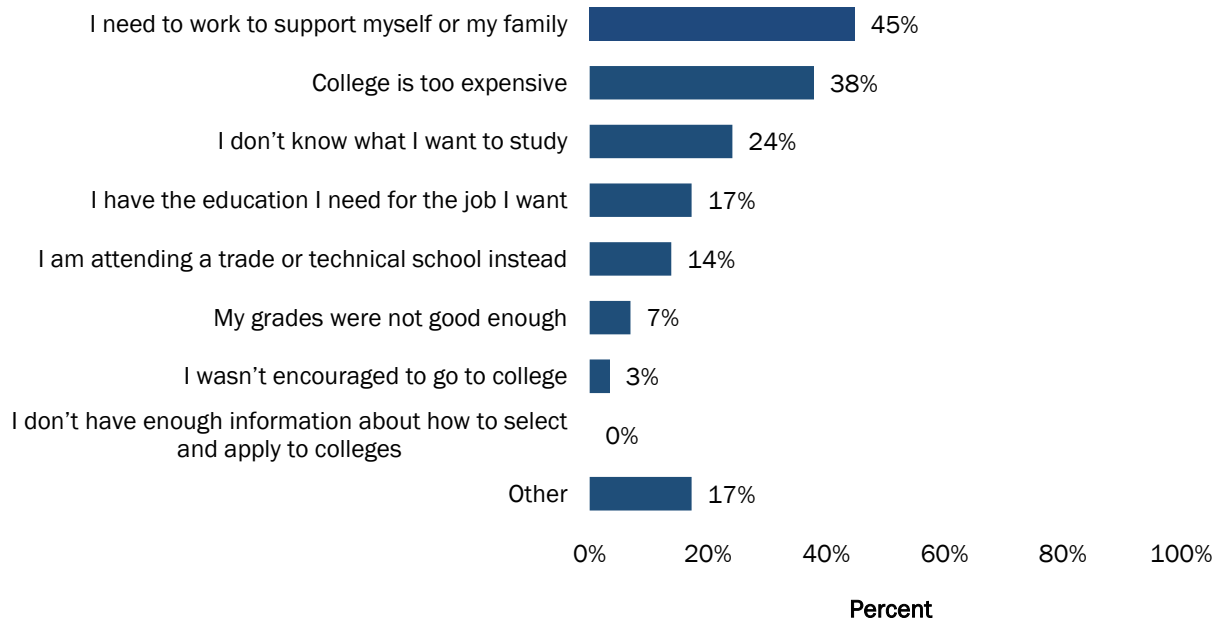| Task	Not at all prepared	Slightly/ somewhat prepared	Very prepared	Not applicable
Applying for funding from DC TAG	17.2	37.9	34.5	10.3
Budgeting	34.5	51.7	13.8	0.0
Completing college applications and personal essays	13.8	20.7	55.2	10.3
Exploring career options	13.8	37.9	48.3	0.0
Filling out the FAFSA	10.3	44.8	41.4	3.4
Finding the right college for you	6.9	44.8	34.5	13.8
Managing your time and organizational skills	17.2	41.4	41.4	0.0
Researching and applying for scholarships	17.2	37.9	37.9	6.9
Taking the ACT/SAT exams	10.3	44.8	37.9	6.9
Understanding the information on college websites ...	3.4	37.9	44.8	13.8

NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Figure B-4a.   Percent of non-attenders responding to statements about employment and college preparation during high school: 2014 (N=10)

	Agree/ strongly agree	Strongly disagree/ disagree	Neither agree nor disagree
In high school, I knew how much education I needed for the career I wanted	70%	10%	10%
I felt emotionally prepared to go to college when I graduated from high school	70%	10%	10%
I had a high school teacher or counselor who cared that I attended college	70%	0%	20%
I felt academically prepared to go to college when I graduated high school	40%	10%	40%
I felt financially prepared to go to college when I graduated from high school	40%	40%	10%

NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Westat®
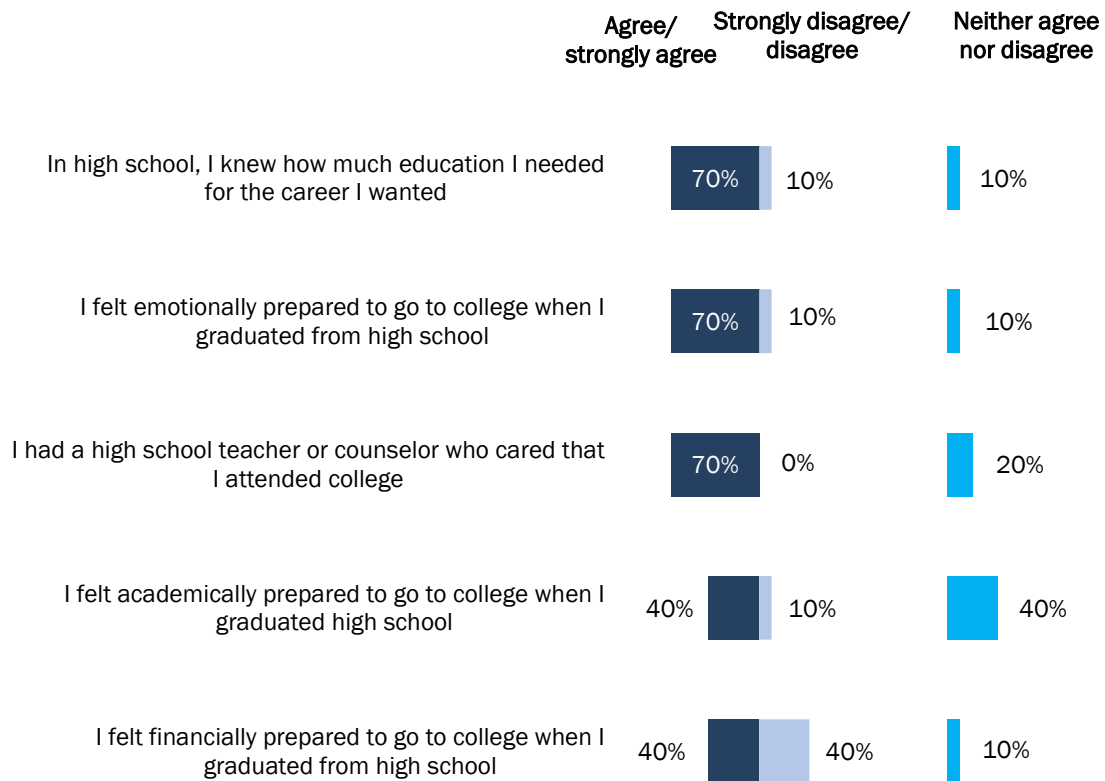
Figure B-4b.   Percent of non-attenders responding to statements about employment and college preparation during high school: 2016 (N=29)

	Agree/ strongly agree	Strongly disagree/ disagree	Neither agree nor disagree
I had a high school teacher or counselor who cared that I attended college	62%	10%	28%
In high school, I knew how much education I needed for the career I wanted	59%	21%	21%
I felt academically prepared to go to college when I graduated high school	52%	31%	17%
I felt emotionally prepared to go to college when I graduated from high school	35%	48%	17%
I felt financially prepared to go to college when I graduated from high school	7%	69%	24%
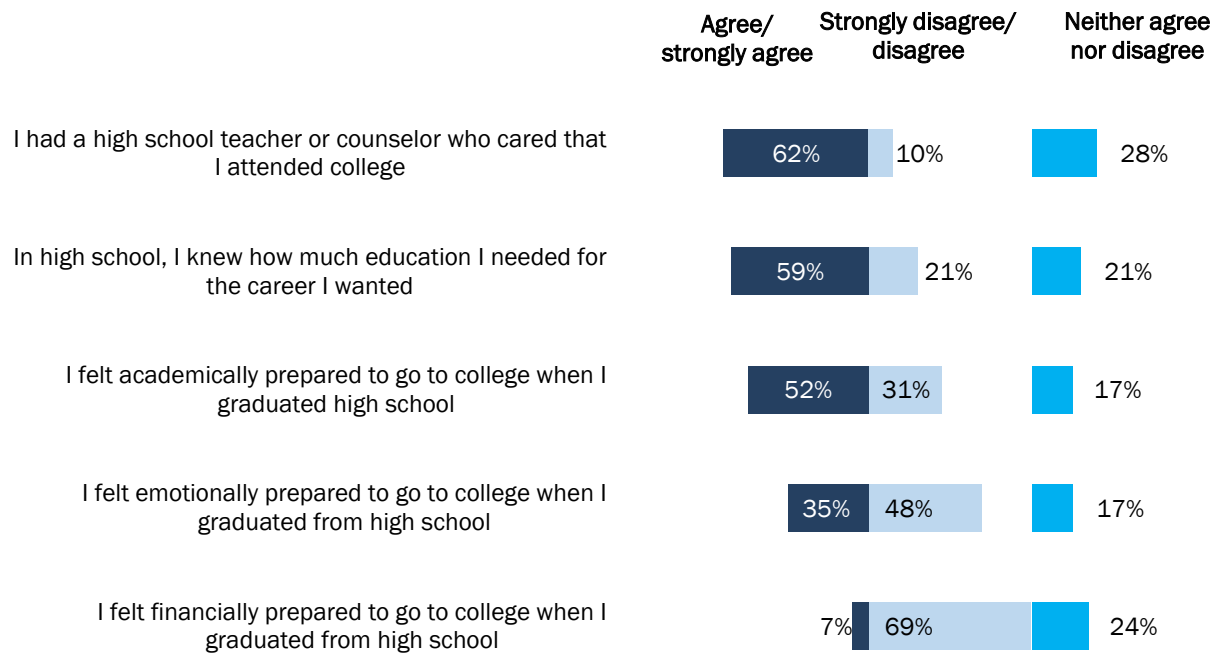
NOTE: Percents may not sum to 100 due to rounding.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Post-High School Experiences

Figure B-5a. Percent of non-attenders reporting issues they needed help with after high school: 2014 (N=10)
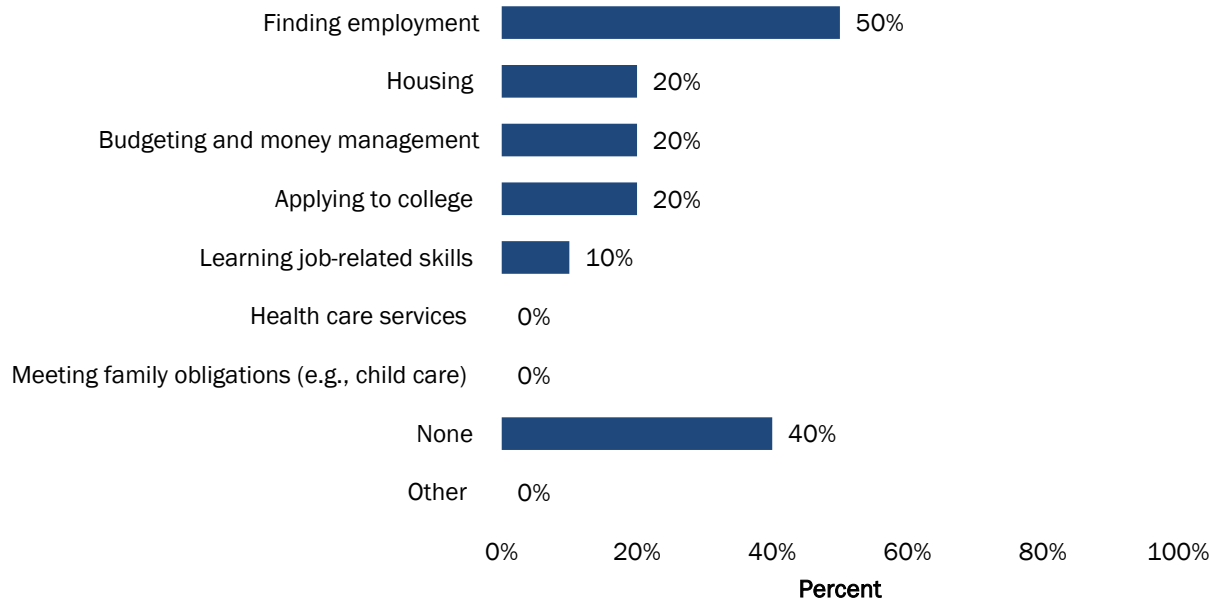
Issue	Percent
Finding employment	50%
Housing	20%
Budgeting and money management	20%
Applying to college	20%
Learning job-related skills	10%
Health care services	0%
Meeting family obligations (e.g., child care)	0%
None	40%
Other	0%

NOTE: Respondents could select more than one response.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-5b. Percent of non-attenders reporting issues they needed help with after high school: 2016 (N=29)
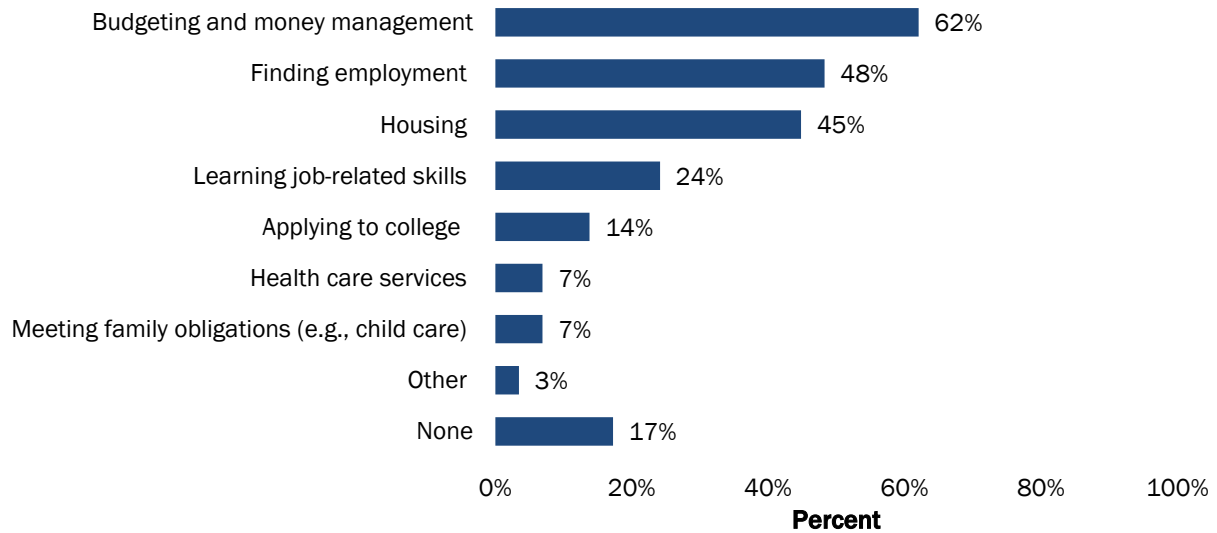
Issue	Percent
Budgeting and money management	62%
Finding employment	48%
Housing	45%
Learning job-related skills	24%
Applying to college	14%
Health care services	7%
Meeting family obligations (e.g., child care)	7%
Other	3%
None	17%

NOTE: Respondents could select more than one response.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®

Table B-6a. Percent of non-attenders reporting likelihood of asking certain individuals for help: 2014 (N=10)

Source of assistance	Not at all likely	A little or somewhat likely	Likely/ very likely
KTC staff member	30.0	50.0	20.0
Family member	0.0	0.0	100.0
Employer	20.0	20.0	50.0
Coworker	30.0	10.0	50.0
Friend	10.0	10.0	80.0
Other	40.0	40.0	0.0

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Table B-6b. Percent of non-attenders reporting likelihood of asking certain individuals for help: 2016 (N=29)

Source of assistance	Not at all likely	A little or somewhat likely	Likely/ very likely
KTC staff member	20.7	44.8	34.5
Family member	3.4	24.1	72.4
Employer	34.5	48.3	17.2
Coworker	37.9	37.9	24.1
Friend	10.3	37.9	51.7
Other	37.9	41.4	13.8

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Support From KIPP Through College (KTC)

Figure B-6a. Percent of non-attenders reporting frequency of contact with KTC advisor/counselor during past 12 months, by type of contact: 2014 (N=10)

	Never	Once during the past 12 months	A few times a year	Monthly	Weekly
In person	50.0%	0.0%	20.0%	0.0%	20.0%
On the phone	40.0%	0.0%	30.0%	0.0%	30.0%
By text	50.0%	0.0%	20.0%	0.0%	30.0%
By email	30.0%	10.0%	30.0%	10.0%	20.0%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-6b. Percent of non-attenders reporting frequency of contact with KTC advisor/counselor during past 12 months, by type of contact: 2016 (N=29)

	Never	Once during the past 12 months	A few times a year	Monthly	Weekly
In person	66%	3%	14%	14%	3%
On the phone	52%	7%	21%	14%	7%
By text	55%	3%	21%	10%	7%
By email	28%	14%	17%	28%	14%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
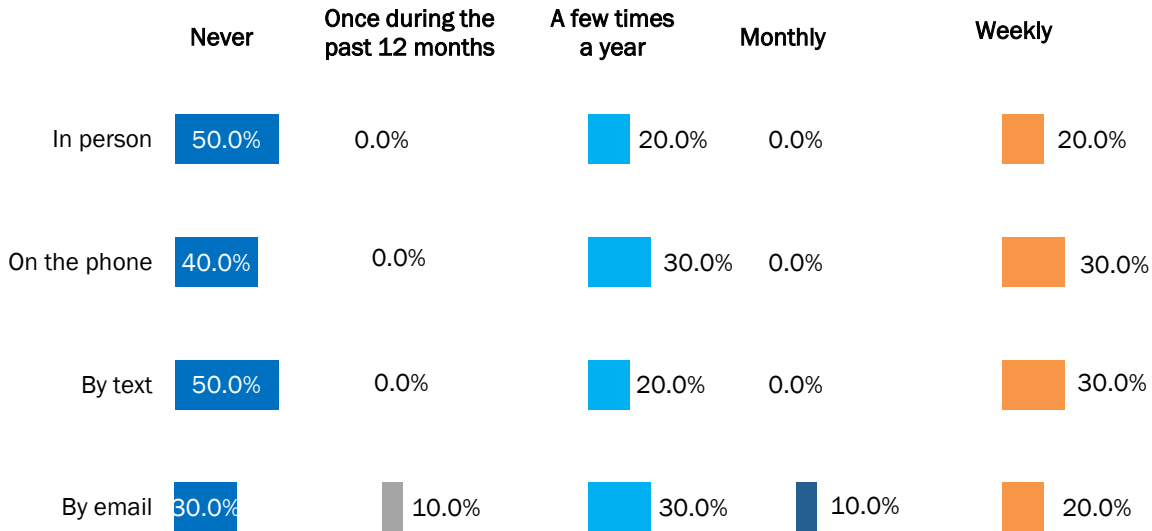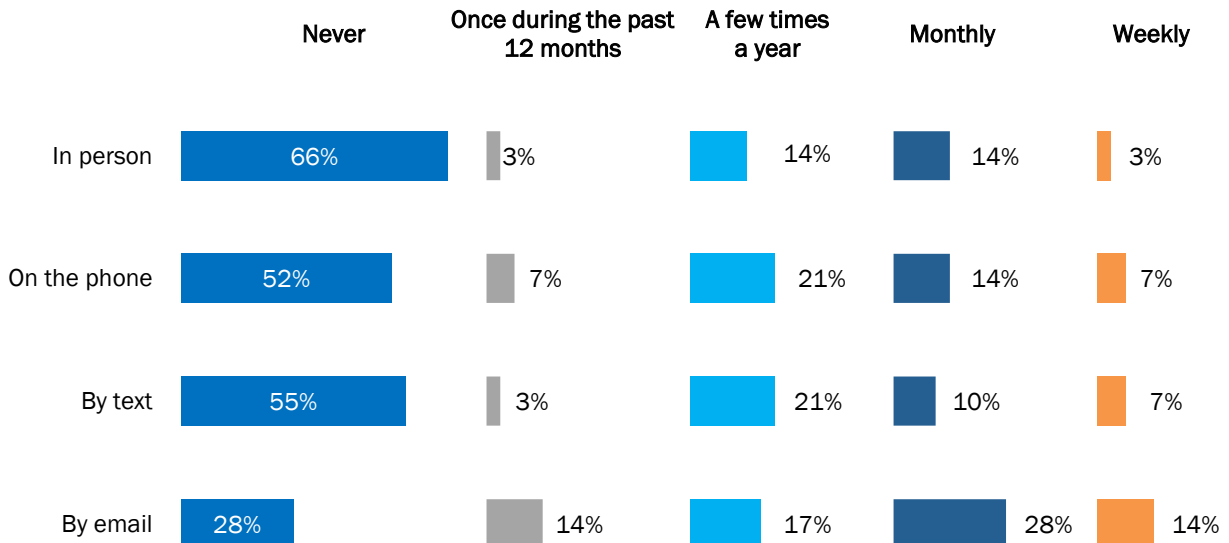SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®

Figure B-7a. Percent of non-attenders reporting types of support received from KTC: 2014 (N=10)

Type of support	Percent
Monthly check-ins	50%
Career workshops	30%
Networking events	20%
Internship and employment assistance	20%
Peer support events	10%
College application assistance	10%
Workforce readiness training	10%
Assistance with fee waivers	10%
College selection counseling	10%

NOTE: Respondents could select multiple types of support.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-7b. Percent of non-attenders reporting types of support received from KTC: 2016 (N=29)

Type of support	Percent
Career workshops	38%
Monthly check-ins	38%
Networking events	28%
Internship and employment assistance	21%
Peer support events	21%
Summer enrichment	14%
College application assistance	10%
College selection counseling	10%
Assistance with fee waivers	7%
Workforce readiness training	7%
No support received from KTC	38%

NOTE: Respondents could select multiple types of support. The summer enrichment item was added to the 2016 survey and does not appear in the 2014 survey.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®

Comprehensive Report of the Evaluation of KIPP DC's KIPP Through College (KTC) Program

Figure B-8a. Percent of non-attenders reporting their perceptions of their KTC advisor/counselor: 2014 (N=10)

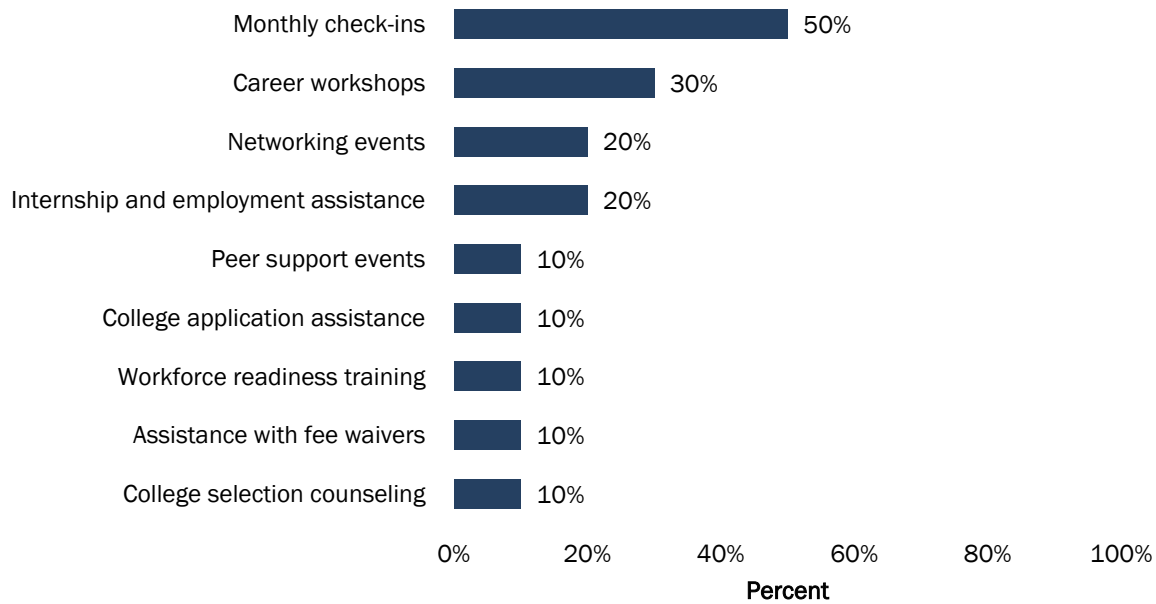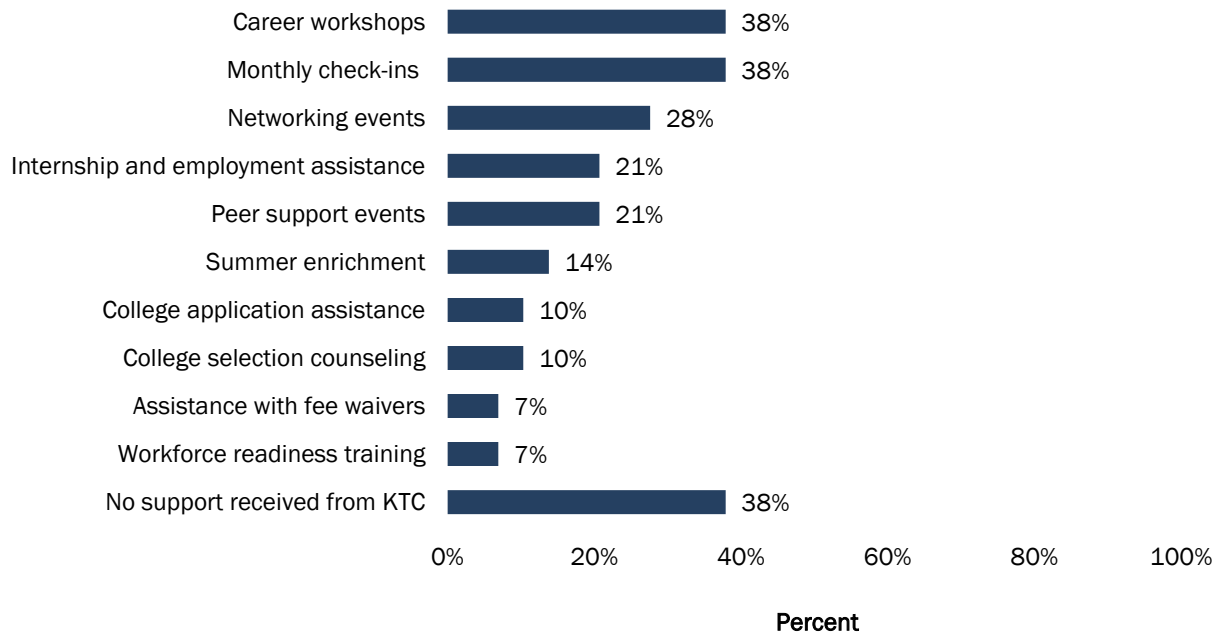|	Strongly agree/ agree	Strongly disagree/ disagree	Neither agree nor disagree
I feel comfortable talking to my KTC advisor/counselor about employment issues	50% 20%	20%	
I have a positive relationship with my KTC advisor/counselor	40% 20%	30%	
I feel comfortable talking to my KTC advisor/counselor about personal issues	40% 20%	20%	
I feel comfortable talking to my KTC advisor/counselor about academic issues	40% 20%	30%	
My KTC advisor/counselor provides me with useful college-related information	40% 30%	20%	
My KTC advisor/counselor provides me with useful job-related information	30% 30%	30%	

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-8b. Percent of non-attenders reporting their perceptions of their KTC advisor/counselor: 2016 (N=29)

	Strongly agree/ agree	Strongly disagree/ disagree	Neither agree nor disagree
I have a positive relationship with my KTC advisor/counselor	52% 10%		38%
I feel comfortable talking to my KTC advisor/counselor about personal issues	38% 24%		38%
I feel comfortable talking to my KTC advisor/counselor about employment issues	45% 10%		45%
I feel comfortable talking to my KTC advisor/counselor about academic issues	41% 14%		45%
My KTC advisor/counselor provides me with useful college-related information	45% 17%		35%
My KTC advisor/counselor provides me with useful job-related information	41% 21%		38%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®

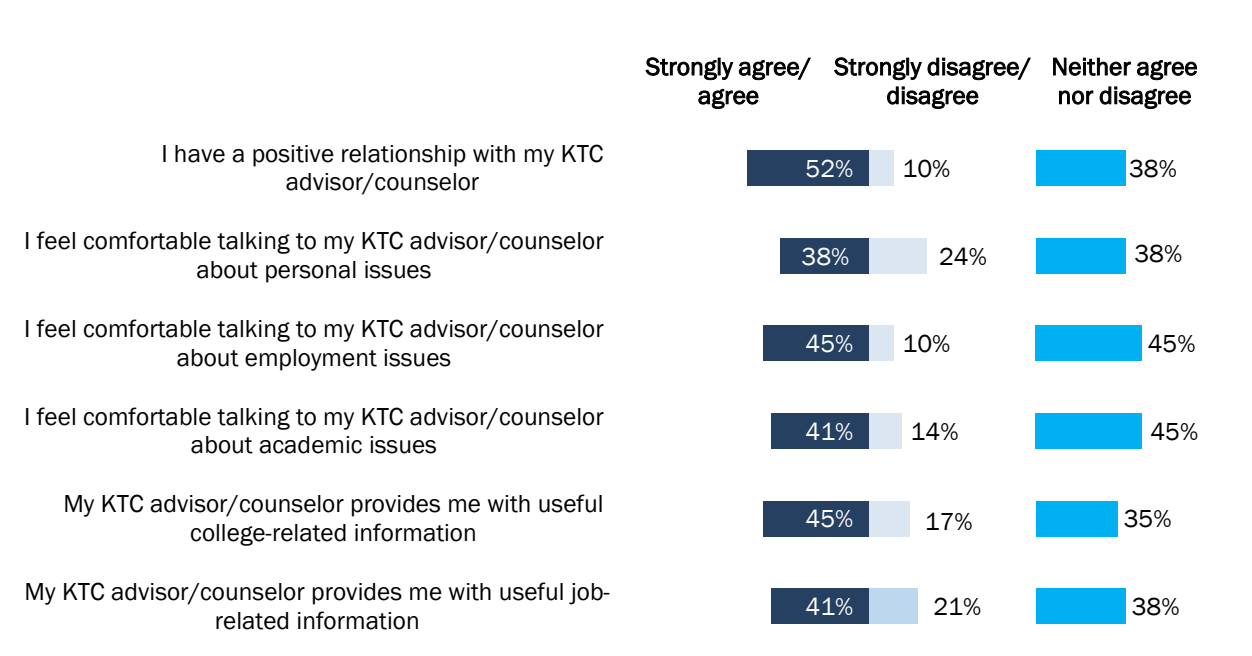**Figure B-9a.** Percent of non-attenders reporting the most valuable aspect of the KTC program: 2014 (N=10)

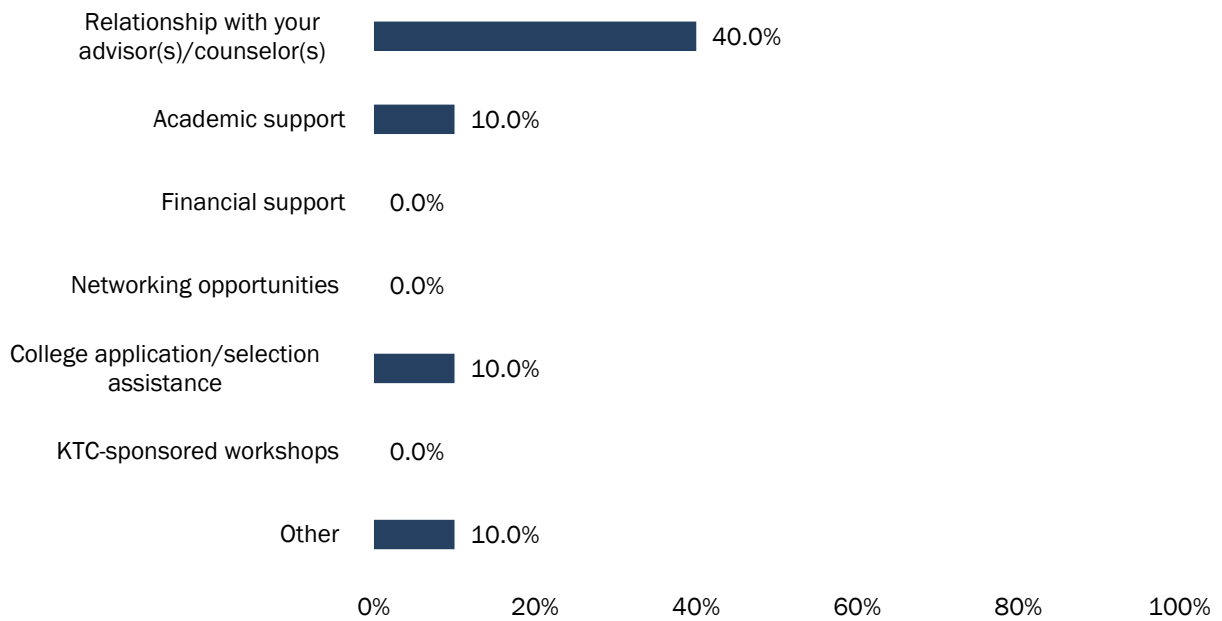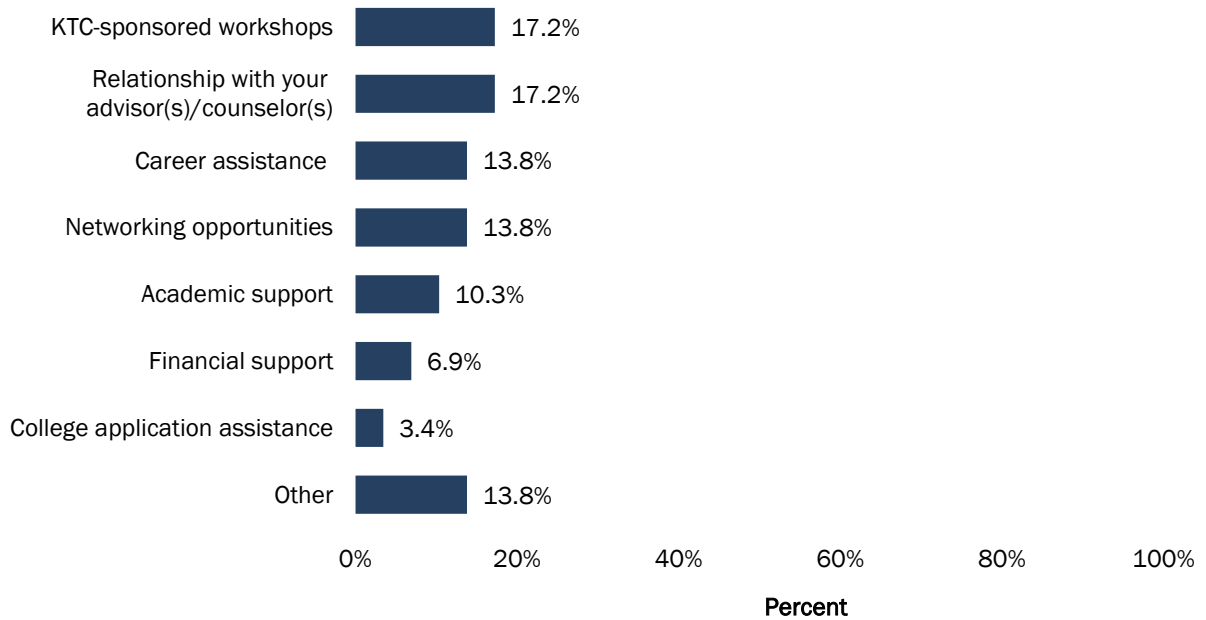| Aspect	Percent
Relationship with your advisor(s)/counselor(s)	40.0%
Academic support	10.0%
Financial support	0.0%
Networking opportunities	0.0%
College application/selection assistance	10.0%
KTC-sponsored workshops	0.0%
Other	10.0%

NOTE: Percents may not sum to 100 due to rounding or nonresponse.
SOURCE: KTC SURVEY: College Non-Attenders: 2014.

Figure B-9b. Percent of non-attenders reporting the most valuable aspect of the KTC program: 2016 (N=29)

Aspect	Percent
KTC-sponsored workshops	17.2%
Relationship with your advisor(s)/counselor(s)	17.2%
Career assistance	13.8%
Networking opportunities	13.8%
Academic support	10.3%
Financial support	6.9%
College application assistance	3.4%
Other	13.8%

Percent

NOTE: Percents may not sum to 100 due to rounding or nonresponse. The item "college application/selection assistance" in the 2014 survey was changed to "college application assistance" in the 2016 survey.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Table B-7. Number and percent of non-attenders suggesting KTC program improvements, by area of improvement: 2016

Area of improvement	Number (N=21)	Percent
Communication methods..	6	28.6
Networking and careers/jobs	6	28.6
General support..	2	9.5
Events (e.g., workshops, seminars) offered..	1	4.8
Advisor/counselor	0	0.0
Financial support	0	0.0
Other	0	0.0
No recommendations..	4	19.0
Not participating in the program	2	9.5

NOTE: Table is limited to respondents providing an answer to this item.
SOURCE: KTC SURVEY: College Non-Attenders: 2016.

Westat®