



# At a Glance: Standards, Activities, and Measures



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AzCAN Standard and Competencies	Sample Services or Activities	NCAN Essential Indicators for Common Measures and Other Metrics
<p><b>Standard 1:</b></p> <p>Students build awareness and aspirations about postsecondary options, including college and careers.</p>	<p>Postsecondary and career plan advising</p> <p>Exposure to professionals working in careers of interest</p> <p>College visits</p> <p>Connection to college students studying careers of interest</p> <p>Access to work-based learning opportunities</p> <p>Guest speakers from various careers in elementary grades, including students' parents</p> <p>Field trips to local businesses</p>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students visiting a college campus applied to</p> <p><b>Other Metrics:</b></p> <p>Percent of students with an Education and Career Action Plan (ECAP)</p> <p>Percent of students understanding their own strengths and challenges and expressing belief in their ability to achieve postsecondary goals</p> <p>Percent of students who have identified one or more career interests</p> <p>Percent of students who have identified one or more postsecondary interested (e.g. type of college they want to attend particular programs they want to apply to)</p> <p>Percent of students who have completed an informational interview with a professional in a field of the student's interest</p> <p>Percent of students who have visited a college campus within the past year (any college)</p> <p>Percent of students participating in work-based learning experiencing (e.g. internships and job shadowing)</p>



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<p><b>Standard 2:</b></p> <p>Students Recognize the roles of social, emotional and cultural factors that affect their postsecondary planning and transition.</p>	<p>Mentoring that including explicit conversation about cultural barriers to postsecondary education and professional job markets</p> <p>Mentoring during college from peers or near-peers who students can relate to</p> <p>Connection to current college students who share personal experiences</p> <p>Activities that foster a sense of pride in students' cultural, racial and ethnic backgrounds</p> <p>Guest speakers who represent the backgrounds of your students</p> <p>Workshops that address handling outside pressure (e.g. peer pressure, parental pressure, societal pressure)</p>	<p><b>Other Metrics:</b></p> <p>Percent of students with increased performance on grit assessments</p> <p>Percent of students exhibiting self-advocacy skills</p> <p>Percent of students engaging in self-reflection activities</p> <p>Percent of students who receive mentoring and/or coaching</p> <p>Percent of students who indicate increased knowledge after attending workshops on self-reflection, resilience or managing peer pressure</p>



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<p><b>Standard 3:</b></p> <p>Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.</p> <p><b>Students gain a deeper understanding of:</b></p> <p><b>3.1</b> The relationship between educational achievement and academic behaviors in high school and success in college and career.</p> <p><b>3.2</b> Opportunities within and outside of school for academic enrichment.</p> <p><b>3.3</b> Learning strategies (e.g. self-regulated learning, goal setting) and cognitive strategies (e.g. problem formulation, research interpretation, communication, precision and accuracy.)</p> <p><b>Students can acquire this understanding through these behaviors:</b></p> <p><b>3.4</b> Building life skills (e.g. time management, personal organization)</p> <p><b>3.5</b> Establishing challenging academic goals.</p> <p><b>3.6</b> Completing a rigorous college preparatory academic program (e.g. AP, IB, honors, dual enrollment).</p> <p><b>3.7</b> Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation.</p> <p><b>3.8</b> Engaging in academic supports as needed.</p> <p><b>3.9</b> Participating in extra-curricular and leadership activities that help build life skills.</p>	<p>Extracurricular activities that build leadership skills</p> <p>Partnerships with teachers to provide additional classroom support</p> <p>One-on-one academic advising (e.g. around course selection, grades)</p> <p>Extra- or co-curricular activities that provide academic enrichment or support (e.g. tutoring, group homework help)</p> <p>Workshops that teach students organizational and study skills</p> <p>Dual enrollment, Advanced Placement, International Baccalaureate or other advanced coursework</p>	<p><b>NCAN Common Measures:</b></p> <p>Percentage of students on track to/completing core subject areas/rigorous college-prep curriculum as defined by the state</p> <p>Percent of students taking the SAT and/or ACT</p> <p>Percent of students enrolled in AP and/or dual enrollment courses</p> <p>Percent of on-time high school graduates</p> <p><b>Other Metrics:</b></p> <p>Percent of students who indicate increased knowledge after attending workshops on time management, study skills and other related topics</p> <p>Percent of students involved in one or more extracurricular activity</p> <p>Percent of students with an ECAP defining remaining course requirements and credits needed for high school graduation</p> <p>Percent of students graduating from high school within four or five years</p> <p>Percent of students entering postsecondary institutions without requiring remediation</p>



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<p><b>Standard 4:</b></p> <p>Students develop a comprehensive support system that contributes to their academic success.</p>	<p>Family engagement in programming</p> <p>Opportunity for students to create formal or informal peer networks</p> <p>Mentoring with diverse student groups</p> <p>Connection to networks in the community (e.g. church groups, social service organizations)</p> <p>Youth development and youth leadership modules</p> <p>Mentoring from early grades through college and career</p> <p>Developing relationships with young professionals to aid in transition from college to professional job setting</p> <p>Connection to advisors/mentors once students are in postsecondary institutions</p> <p>Connection to alumni associations and professional networks for continued communication post-graduation</p>	<p><b>Other Metrics:</b></p> <p>Percent of students who indicate having peers with postsecondary goals</p> <p>Percent of students indicating that they have had at least one conversation about their future with family or friends within the past month</p> <p>Percent of students receiving coaching and/or mentoring</p> <p>Percent of students indicating they have a caring adult they can turn to when they have a question or concern about their future</p>



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<p><b>Standard 5:</b></p> <p>Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.</p>	<p>Helping in identifying potential colleges that offer a good fit and level of selectivity</p> <p>Obtaining recommendation letters from teachers, mentors, coaches and other adults</p> <p>Assistance in writing an application essay</p> <p>Connection to resources for application and admission fees, including available waivers</p> <p>Test preparation</p> <p>Help in compiling necessary college application materials</p> <p>Connection to resources at postsecondary institutions</p> <p>Career and academic advising during college</p>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students taking the SAT and/or ACT</p> <p>Percent of students completing college admission applications by school type</p> <p><b>Other Metrics:</b></p> <p>Percent of students identifying three or more postsecondary options to pursue</p> <p>Percent of students indicating that college advising services have been helpful for planning their future</p> <p>Percent of students who demonstrate an understanding of</p> <ul style="list-style-type: none"> <li>-college major/course of study options</li> <li>-course requirements to fulfill selected major or program of study</li> <li>-different offices/departments that can offer support at postsecondary institutions</li> </ul> <p>Percent of students who get recommendation letters from teachers, mentors, coaches or other adults</p>



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<p><b>Standard 6:</b></p> <p>Students understand the fundamentals of financial literacy and financial planning for postsecondary education.</p>	<p>Aid in completing the FAFSA</p> <p>One-on-one financial advising with students and/or families</p> <p>Financial literacy workshops for students and families</p> <p>Assisting scholarship searches</p> <p>Encouraging family enrollment in match-savings accounts</p> <p>Providing salary information for career options</p> <p>Reminders and strategies for paying back loans and post-graduation</p> <p>Providing tools (e.g. spreadsheets) for helping students and families plan and manage college finances</p>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students who complete and submit a FAFSA form</p> <p>Percent of students awarded financial aid</p> <p>Percent of students that complete supplementary scholarship applications</p> <p><b>Other Metrics:</b></p> <p>Percent of students indicating a greater understanding of college financing after receiving counseling</p> <p>Percent of students receiving funding for application and admission fees, including receiving any waivers available</p> <p>Percent of students who have completed a budget for their first year out of high school</p> <p>Percent of students indicating they know how to finance their postsecondary education</p>



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<p><b>Standard 7:</b> Students enroll, persist, and successfully complete a postsecondary education program of study.</p> <p><b>Students gain a deeper understanding of:</b></p> <p><b>7.1</b> The enrollment components and requirements for a selected postsecondary institution, including for summer melt/transition programs.</p> <p><b>7.2</b> How to strike a balance between school, work, and social responsibilities</p> <p><b>7.3</b> The relationship between educational achievement in college and career success.</p> <p><b>Students can acquire this understanding through these behaviors:</b></p> <p><b>7.5</b> Enrolling in a selected postsecondary institution.</p> <p><b>7.6</b> Participating in summer melt/transition programs, as needed and available.</p> <p><b>7.7</b> Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation.</p> <p><b>7.8</b> Seeking help from instructors and individuals providing academic support, as needed.</p> <p><b>7.9</b> Exploring career opportunities (e.g. through internships, job fairs, informational interviews) and/pr graduate school options during school and following graduation.</p>	<p>Connecting to academic advising or non-academic supports in college</p> <p>Summer bridge programs</p> <p>Mentoring that continues from elementary grades through high school into college</p> <p>Early alert systems</p> <p>Internships or assistance in securing internships</p> <p>Job shadowing and industry tours</p> <p>Career exploration with elementary and middle-school students</p> <p>Career advising at postsecondary level</p>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students who enroll in a postsecondary institution within six months of high school graduation</p> <p>Student enrollment by institution type and status (full time vs. part time)</p> <p>Percent of students participating in summer melt/transition programs</p> <p>Percent of students placed into remedial courses (English/Math)</p> <p>Percent of students participating in college orientation programs</p> <p>Percent of students persisting through school from year to year (year to year student persistence)</p> <p>Percent of students persisting from one term to the next (term to term student persistence)</p> <p>Percent of students who complete and submit a renewal FAFSA form</p> <p>Percent of students who transfer from a two-year to a four-year program, with or without an Associate Degree</p> <p><b>Other Metrics:</b></p> <p>Percent of students participating in one or more extracurricular activities on campus</p> <p>Percent of students indicating they feel at home or fit in at their postsecondary schools</p> <p>Percent of students participating on work-based learning experiences (e.g. internships and job shadowing)</p> <p>Percent of students scheduling one or more job interviews during their last semester in college</p> <p>Percent of students completing a postsecondary program</p>



